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ABSTRACT

The research and evaluation agenda for the Austin Independent School District (AISD) (Texas) is determined for each school year, subject to current needs and requests. The evaluations and other major projects for 1993-94 will focus on three major areas. First is providing school support. Testing programs mandated by state law and district policy will be coordinated and administered, and information and support will be provided to schools. Second is research and analysis. Tools for evaluation, such as the AISD Generic Evaluation System (GENESYS) and other district techniques, will continue to be developed, maintained, and improved. Using them, some long-range analyses will be performed. Third is the evaluation of locally funded programs, treatments, and initiatives with a high priority for the school district. Program effectiveness studies are to include cost effectiveness when possible. Programs funded by resources outside the AISD budget, such as Federally funded and state- funded programs are also to be evaluated. New directions that are influencing the allocation of priorities and resources of the Office of Research and Evaluation (ORE) are (1) accountability, (2) the 1993-94 District Improvement Plan, and (3) the study of dropouts. Three attachments provide information about ORE staff and operations and three figures illustrate the discussion. (SLD)

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THE RESEARCH AND EVALUATION AGENDA FOR AISD--1993-94

EXECUTIVE SUMMARY

The Research and Evaluation Agenda for the Austin Independent School District is determined through an interactive process involving the Board of Trustees, the Superintendent, the Management Team, the Evaluation Advisory Committee, the staff of special programs, and other AISD personnel. Although the activities of the Office of Research and Evaluation (ORE) constantly adjust to current needs and requests, a set of evaluation plans is prepared at the beginning of each school year as a means of obtaining agreement among decisionmakers that the proper and most critical information needs are being addressed. These plans provide the blueprints for the evaluation staff to follow.

The evaluations and other major projects for 1993-94 will focus resources in three major areas.

1. ***School Support***

   Testing programs mandated by state law and District policy will be coordinated and administered, and information and support will be provided to schools. These testing programs include the Norm-referenced Assessment Program for Texas (NAPT), the Iowa Tests of Basic Skills (ITBS), the Texas Assessment of Academic Skills (TAAS), and advanced placement tests (for skipping a grade in AISD). Surveys of professional and administrative employees and of former students will continue to be administered.

2. ***Research and Analyses***

   Tools for evaluation, such as the GENeric Evaluation SYStem (GENESYS), the Report On School Effectiveness (ROSE), and the Implementation Index *will continue to be developed, maintained, and improved, and long-range analyses will be performed.* Important accountability statistics will be maintained and reported on dropouts, at-risk students, retention, and mobility. An enhanced GENESYS will be employed to obtain outcome information from District data bases for students in identifiable groups such as those in magnet programs, dropout prevention programs, and many others.

3. ***Evaluation***

   The impact of locally funded programs, treatments, and initiatives with a high priority for the District will be evaluated. Program effectiveness comparisons, which include cost-effectiveness information, will be reported for a wide range of special programs. Dropout prevention programs for overage ninth graders designed for the four operations areas will be examined. Evaluations of two externally contracted dropout recovery programs will be conducted. The District's programs for limited-English-proficient (LEP) students also will be monitored. In addition, TAAS tutorials, extended school-time efforts in AISD, and the use of technology in instruction will be evaluated. ORE will contribute to the Distributive Information Systems for Campuses (DISC) project by superintending the refinement and production of profile reports and information for the District's annual performance report (APR).

   Programs funded by federal, state, or other resources beyond the local budget of AISD also will be evaluated. The success of students receiving compensatory education and other special services will be assessed for Chapter 1 Programs, the Chapter 1 Migrant Program, Chapter 2 Formula Programs, the Title VII Bilingual Education Transition Program, Drug-Free Schools Programs, and the National

Science Foundation (NSF) Grant to the Science Academy of Austin. The effectiveness of training provided to teachers through Title II Mathematics and Science Teacher Training also will be examined.

The 1993-94 budget for the Office of Research and Evaluation reflects a staffing level of 18.25 positions--3 administrators, 10.25 professionals, and 5 classified staff--a reduction of one local position that was previously carried in the Instructional Technology budget, and a reduction of six local positions since 1987-88. Attachment A contains a breakdown of ORE staffing levels from its first year, 1973-74, through 1993-94. The loss of staff has limited ORE's collection and reporting of process (implementation) information and hampered our ability to analyze and to explore why student outcomes resulted as they did. ORE still delivers strong outcome evaluation--especially with the development and refinement of GENESYS, our "generic" evaluation system.

The full *Agenda* document presents all the programs and requests included for study in 1993-94, the resources allocated to each, and evaluation or management plans for the evaluations and management studies adopted in the final *Agenda*. The Table of Contents to the *Agenda* lists evaluation and management plans for 20 programs, but ORE performs many other activities and services not represented by evaluation or management plans. These other activities range from meeting with parents to explain their child's test scores, to meeting with school faculties to assist them in planning and staff development, to responding to requests for information by AISD staff, community agencies, external researchers, university students, and others. These assistance and service activities are described in the "Other Activities" section of the *Agenda*.

New Directions for 1993-94

Three new directions will influence the allocation of ORE priorities and resources this year.

1. Accountability

   ORE will support AISD's Accountability Support System by providing accountability information for schools and the District and by strengthening the liaison relationship with the District's four operations areas begun in 1992-93. Last year, an ORE "service representative" was assigned to each of the areas. This year, as part of the areas' Service Facilitation Teams, ORE will be able to increase coordination in delivery of services to schools.

2. 1993-94 District Improvement Plan

   The *1993-94 District Improvement Plan* specifies several major activities involving ORE, most notably as related to the priority areas of "Student Outcomes in Grades 6-9," "School Based Improvement (SBI)," and "Professional Development." Several externally funded evaluations have components which address improvement efforts in these areas. ORE will continue to monitor student outcomes through its annual reports on student achievement, including the Report On School Effectiveness (ROSE), and school, area, and District profile reports. ORE also will be evaluating some new dropout prevention and dropout recovery programs (see below).

3. Dropouts

   ORE will continue its historically strong leadership role in the study of dropouts and at-risk students in 1993-94 by evaluating area-based programs to reduce the number of overage grade 9 students and by evaluating two dropout recovery programs contracted by the District to community-based organizations. ORE will also continue monitoring and reporting on the numbers of at-risk students and dropouts.

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INTRODUCTION

The Austin Independent School District has made a commitment to research and evaluation for the past 20 years. The mission of the Office of Research and Evaluation (ORE) is to provide objective, accurate, and timely information to decisionmakers. The information can range from an individual student's test scores to evaluation reports on instructional programs. Decisionmakers can be as different as a parent concerned about a child's achievement, an administrator making a programmatic decision, a Board member making a budget decision, and a federal funding agency.

ORE provides an independent perspective on AISD programs as guaranteed by Administrative Regulation BL-R (Local) which states that ORE "has the independence necessary to assure unbiased, forthright reports." That independence is evidenced by ORE's control over the selection of staff, the administration of funds, and the content of evaluation plans and reports. ORE's mandate is reinforced by Administrative Regulation EAB (Local) which requires each campus to participate in "accountability and evaluation activities required by TEA, local policy, special program funding agencies and approved evaluations."

The following goals emphasizing *service*, *integrity*, and *excellence* have been set by ORE staff for the 1993-94 school year:

Service:
- Respond to school and staff requests for service, provide the information that clients need, and stay close to the customer
- Limit paperwork
- Support AISD's Strategic Plan
- Improve program effectiveness reporting to facilitate decisions made by the School Board

Integrity:
- Keep students' needs foremost, and insure that ORE products and activities contribute to student learning
- Ask the difficult questions, continue to report fully and honestly, and maintain autonomy in reporting
- Improve communication among ORE staffs, within ORE staffs, between ORE and other administration staffs, and with school and program staffs

Excellence:
- Work smarter, not harder by anticipating information needs, planning well in advance, using participatory management when practical, continuing to be in the vanguard in computer hardware and software use, using computer resources fully and effectively, and planning activities within resources and other constraints

The purpose of this volume is to outline the activities on which the Office of Research and Evaluation will focus in 1993-94. Three key areas will receive special attention this year:

- School Support
- Research and Analyses
- Evaluation

Setting the Agenda

The process for setting the 1993-94 *Agenda* is outlined below.	
June-November 1993	ORE reports from 1992-93 are reviewed by staff, Management Team, and Board of Trustees
June-November 1993	Funding of external programs and grants is determined.
August 1993	Local budget resources are approved.
September 1993-January 1994	*Agenda* is planned, and proposed allocation of local ORE staff is reviewed.
September-October	Allocation of local ORE staff to projects is planned.
October-November	Evaluation plans are drafted and are reviewed by ORE staff, program staff, and Management Team.
September-January	Recommended allocation of local ORE staff is reviewed by:
September 27	Evaluation Advisory Committee
Dec. 13, January 3	Superintendent and Management Team
January 10	Board of Trustees
January 1994	*Agenda* is finalized based on Board priorities for allocation of local ORE staff and on review and comment on evaluation plans.

Setting the *Agenda* for the 1993-94 school year has been difficult because of delays in receiving testing data needed for completion of the 1992-93 evaluations, and because of the time required for support related to the implementation of the new TEA and AISD accountability systems. Therefore, a functional change from previous years was implemented. After soliciting suggestions from the superintendent and the Management Team and reviewing requests from various sources for evaluation, ORE developed a proposed allocation of local ORE staff resources. (The activities of grant-funded ORE staff are tied to the evaluation of particular special programs, and those staff resources are mostly unavailable for the examination of District-funded programs and projects.) Then, instead of receiving a nearly finished *Agenda* for review, the Board of Trustees was asked to review the recommended allocation of locally funded ORE staff to priority evaluation activities before an *Agenda* was finalized. This procedure makes the final *Agenda* more responsive to the information needs of decisionmakers and helps to ensure that systemwide priorities are addressed.

Once priority evaluation activities for local staff were decided and the funding of external programs and grants was determined, resources were allocated to the selected projects. The charts in Figure 1 on page 3 represent the distribution of resources, in terms of dollars, allocated to locally and externally funded evaluation activities. In 1993-94, 60% of ORE's budget is from local revenue and 40% is from external sources. Allocation of ORE local staff resources is shown in Figure 2.

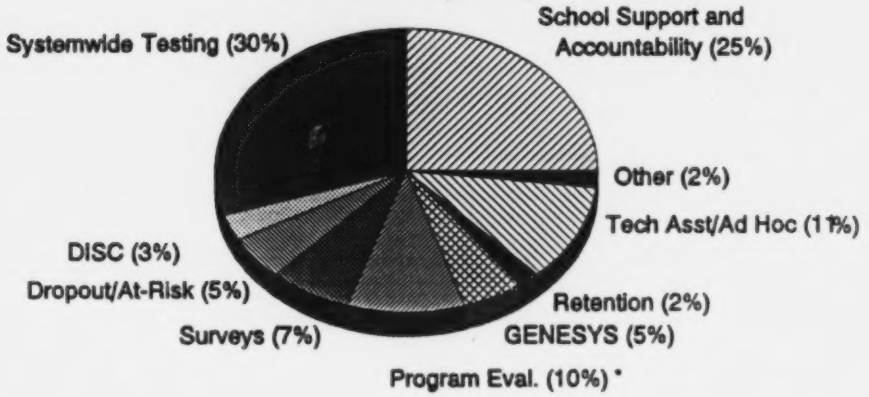
The limited availability of staff and other resources necessitates the careful selection of tasks for ORE; therefore, requested evaluation activities with high priority for the District replaced other requested evaluation activities with lesser priority. Charts detailing the requests for local ORE staff resources against the available resources are contained in Attachment B. As shown in the attachment, total requested evaluation activities required an estimated 23.20 full-time equivalent (FTE) staff, while only 13.60 FTE staff were available (11.0 regular staff + .60 staff from externally funded programs contributed to District activities + 2.0 temporary staff).

FIGURE 1

1993-94 ORE BUDGET FROM LOCAL AND EXTERNAL SOURCES

Local Budget

$604,400 (60%)



* Program Evaluation includes evaluation of programs for LEP students, evaluation of dropout prevention programs for overage 9th graders and of two contracted dropout recovery programs, assessing the cost-effectiveness of programs, and the supervision of small, externally funded evaluations.

External Budget

$394,957 (40%)

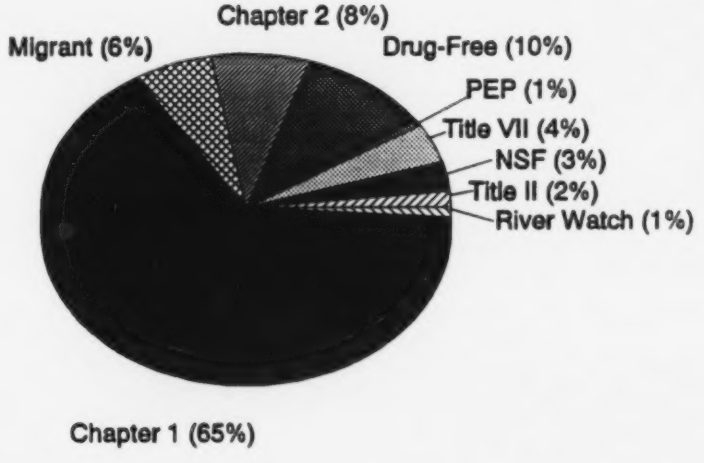


FIGURE 2

ALLOCATION OF ORE LOCAL STAFF RESOURCES

Activity	AD	SS	EA	SEC	SE	EA	SEC	EXT	RA	EA	SEC	TEMP	TOT
School Support													
Liaison w/ Areas/Schools/Committees	.20	.10			.10			.10	.10				0.60
DISC Profiles			.10		.05							.10	0.25
Technical Assistance	.10	.05	.20		.05			.05	.05				0.50
Accountability/Support	.20	.20	.80	.05				.10		.10		.10	1.55
Achievement Testing	.05	.50	1.00	.20								1.00	2.75
Advcd. Placement/Credit by Exam		.05											0.05
Identifying At-Risk and Dropouts									.10	.15	.05	.15	0.45
Evaluation													
Bilingual Program (LEP)					.05	.25							0.30
Program Cost Effectiveness	.05				.15		.05	.05	.05				0.35
DO Prevention for Overage/AIL/RAYS					.15					.10	.05		0.30
Sanchez - Year-Round School						.25							0.25
Technology in non-Ch 1 Schools						.50							0.50
Tutorials for TAAS			.05									.15	0.20
Research and Analyses													
GENESYS					.05				.20	.10	.05		0.40
Coordinated Survey			.10									.15	0.25
Former Student Survey			.10									.15	0.25
Historical Retention	.								.10		.05		0.15
Student Mobility										.05			0.05
Technical Assistance/Ad Hoc Requests	.10	.05	.15		.15		.10	.10	.35				1.00
Coordination of External Research					.05		.05						0.10
Other Activities													
Supervision	.20	.05			.15				.05				0.45
Managerial/Office	.10			.75	.05		.80	.20			.80	.20	2.90
Total by Staff	1.00	1.00	2.90	1.00	1.00	1.00	1.00	0.60	1.00	0.50	1.00	2.00	13.60

Note: -ORE's budget currently includes 11 positions plus funds for temporary staff equivalent to 2.0 full-time equivalents (FTEs). Total = 13.00
-Federal funds (EXT) can contribute 10% of resources for districtwide activities (.60 FTEs). Total for ORE = 13.60

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Figure 3 on page 6 is a chart of the 21 items that were selected for inclusion in the 1993-94 *Agenda* based on available resources and on a review of the projects' characteristics. Attachment B lists all the items considered including those for which evaluations resources were requested but not allocated. Attachment C describes each activity selected in terms of:

Mandate:	Required/requested by School Board?
	Required by State (law or SBOE rule)?
	Required by external funding agents (state/federal)?
	Requested by superintendent/administration?
	Requested by divisions/departments/schools?
	Evaluation need identified by ORE?
Evaluability:	Process evaluation (implementation):
	Possible?
	Recommended by ORE?
	Product evaluation (achievement/attendance/behavior/other):
	Possible?
	Recommended by ORE?
Utility:	Does it provide new/useful information?
	Is there potential for findings being used:
	Budgetary?
	Instructional?
	Can data be provided when needed?

FIGURE 3

ORE AGENDA-SETTING PROCESS 1993-94
Agenda Items for Which Resources Are Available

Program/Evaluation Activity	*Mandate*
Dropout/At-Risk Statistics	Required/requested by School Board Required by State (law or SBOE rule) Requested by superintendent/administration Requested by divisions/departments/schools Evaluation need identified by ORE
Student Achievement (TAAS, NAPT, ITBS)	Required/requested by School Board Required by State (law or SBOE rule) Requested by superintendent/administration Requested by divisions/departments/schools
Former Student Survey	Required/requested by School Board Requested by superintendent/administration Requested by divisions/departments/schools
78702 RAYS Dropout Recovery Program	Required/requested by School Board Requested by superintendent/administration Requested by divisions/departments/schools
American Institute for Learning (AIL) Dropout Recovery Program	Required/requested by School Board Requested by superintendent/administration Requested by divisions/departments/schools
Program Effectiveness Comparisons	Required/requested by School board Requested by superintendent/administration Evaluation need identified by ORE
Historical Student Retention in Grade	Required by State (law or SBOE rule) Requested by superintendent/administration Requested by divisions/departments/schools Evaluation need identified by ORE
Programs for LEP Students	Required by State (law or SBOE rule)
Chapter 1	Required by external funding agents
Chapter 1 Migrant	Required by external funding agents
Chapter 2	Required by external funding agents

FIGURE 3 (Continued)

Program/Evaluation Activity	*Mandate*
Drug-Free Schools	Required by external funding agents
National Science Foundation (Science Academy of Austin)	Required by external funding agents
Title II Mathematics and Science Teacher Training	Required by external funding agents
Title VII Bilingual Education Transition Program	Required by external funding agents
Distributive Information Systems for Campuses (DISC)	Requested by superintendent/administration Requested by divisions/departments/schools Evaluation need identified by ORE
TAAS Tutorials	Requested by superintendent/administration Requested by divisions/departments/schools
GENeric Evaluation SYStem (GENESYS)	Requested by superintendent/administration Requested by divisions/departments/schools Evaluation need identified by ORE
Technology for Instruction	Requested by superintendent/administration Requested by divisions/departments/schools
Extended School Time	Requested by superintendent/administration Requested by divisions/departments/schools
Overage Ninth-Grade Student Dropout Prevention Programs	Requested by superintendent/administration Requested by divisions/departments/schools

HIGHLIGHTS

The 1993-94 *Agenda* reflects the following important activities for ORE.

- Supporting AISD's Accountability Support System by providing school and District accountability information and by serving on area Service Facilitation Teams
- Continuing support for School Based Improvement (SBI) through ORE "service representatives" and technical assistance with campus improvement plans (CIPs) and Chapter 1 improvement plans
- Coordinating expanded testing activities related to the administration of the Texas Assessment of Academic Skills (TAAS) at grades 3-8 and 10 (Exit Level)
- Coordinating new end-of-course tests in Algebra I and Biology I
- Continued coordination of the administration of the Iowa Tests of Basic Skills (ITBS) at grades 1 and 2 and the Norm-referenced Assessment Program for Texas (NAPT) at grades 3-11
- Continued monitoring of student outcomes through annual reports on student achievement, especially the Report On School Effectiveness (ROSE)
- Continuing support for schools by increasing data access and data manipulation capabilities at the campuses, Distributive Information Systems for Campuses (DISC)
- Production of revised and improved school and individual profiles
- In-depth evaluations of Integrated Learning Systems (Computer Curriculum Corporation and Jostens Learning) at Chapter 1 schools and of technology at non-Chapter 1 schools
- Evaluations of new dropout prevention and dropout recovery programs
- Evaluation of the effectiveness of tutorial assistance to students retaking the Exit-Level TAAS
- Evaluation of the year-round education (YRE) concept implemented at Sanchez Elementary
- Identifying effective and ineffective programs with budget implications
- Continued administration of a survey to former students to determine how well the District served them (a strategic objective)
- Continued monitoring and reporting on the numbers of dropouts and at-risk students
- Continued higher level data collection/analyses in the Chapter 1 and Chapter 1 Migrant evaluations mandated by state and federal reporting requirements
- Evaluations of the Reading Recovery programs in AISD
- Continued monitoring of the effectiveness of the Priority Schools
- Continuing focus of the remaining local resources in providing technical assistance and responding to ad hoc requests for information from the School Board, the superintendent, central administration, schools, and agencies outside the District

OTHER ACTIVITIES

Not all ORE activities are directly related to the production of a particular report or other publication. These activities are "invisible" to most observers of the District scene and must be acknowledged if the full picture of ORE is to be presented in the *Agenda*.

Systemwide Testing and School Support is in some ways the most visible of the ORE components because every teacher, student, and parent of the District interacts with its products, yet the range of activities undertaken by the staff is probably poorly understood. In addition to coordinating the administration of the Iowa Tests of Basic Skills (ITBS) at grades 1 and 2, the Norm-referenced Assessment Program for Texas (NAPT) in grades 3-11, and the Texas Assessment of Academic Skills (TAAS) in grades 3-8 and Exit Level, Systemwide Testing and School Support engages in many other activities:

- Scoring the ITBS and providing standard and requested analyses of all tests;
- Coordinating state-required field testing of new TAAS tests;
- Implementing advanced placement test procedures;
- Keeping up with and providing information about the Preliminary Scholastic Aptitude Test (PSAT); Scholastic Aptitude Test (SAT), American College Testing program (ACT), and the Texas Academic Skills Program (TASP);
- Tracking students who have not met mastery under the Texas Educational Assessment of Minimum Skills (TEAMS) program;
- Coordinating National Assessment of Educational Progress (NAEP) testing;
- Disseminating TAAS, NAPT, and ITBS objectives, measurement specifications, and test administration procedures;
- Conducting a survey of former students; and
- Coordinating a districtwide survey of administrative and professional staff.

Systemwide Analysis and Development is that component of ORE in which tools for evaluation are developed, maintained, and improved. Longitudinal analyses also arise out of this component. These activities are not immediately apparent, but as their products begin to be employed in ORE evaluations and management studies, the systemwide impact is noticeable. The Report On School Effectiveness (ROSE), dropout tracking, and ORE's GENeric Evaluation SYStem, which began as developmental efforts, have had enormous effects on evaluation and on the District. More recently, the Implementation Index and new calculations of student mobility have shaped District decision making.

The *Systemwide Evaluation* component of ORE is responsible, within the available resources, for evaluating any program, treatment, or initiative with priority for the District, whether locally or externally funded. Many externally funded evaluations contribute valuable information for the District far beyond their mandates. For example, the Chapter 1 and Chapter 2 evaluations devote considerable resources each spring to providing information necessary for the development of the project application for the following year. The Chapter 1 evaluation has also borne a large part of the responsibility for monitoring the effectiveness of the Priority Schools. Systemwide Evaluation also contributes to the District by coordinating the process for screening requests by external researchers to conduct research in the District.

All components of ORE engage in activities which are not reflected directly in evaluation reports. ORE staff are often called upon to assist with priority projects in the District, such as AISD's accountability system, and to furnish technical assistance to campuses, addressing evaluation requirements in grant applications, for example. Ad hoc requests for ORE assistance often arise from an information need of the Board of Trustees, the superintendent, or central administrators. Being able to respond to these requests quickly and accurately is one of the most important assets that ORE brings to the District. That ability is derived in part from the fact that the data collection of the mandated projects has allowed ORE to develop a computerized fund of information that can be drawn upon for many different uses.

Other examples of the variety of ORE activities which do not lead directly to evaluation reports but contribute to District improvement can be found in the following list.

- Improving the utility of achievement information provided to instructional staff
- Coordinating dropout record keeping and at-risk identification to meet State reporting requirements
- Contributing to the coordination of districtwide data collection and reporting by participation on the Information Services Committee (ISC)
- Conducting needs assessments
- Working with other AISD central offices, including Planning and Development, State and Federal Programs, and School Support Services, to assist in the acquisition of federal and state grants for special student programs such as Title II Math/Science, Title VII, and Drug-Free Schools
- Working with the Evaluation Advisory Committee (EAC) composed of teachers, principals, university professors, and lay citizens charged with the oversight of ORE's activities
- Providing information and technical assistance to projects and initiatives such as at-risk counselors, Project Mentor, Believe in Me, Pathways, Opportunities for Youth, and the School of the Future
- Working with the area superintendents and principals in the four operations areas to improve communications and information flow between ORE and the schools
- Making presentations about testing and evaluation results to parents, community groups, teachers, and administrators
- Working with staff in the Department of Management Information to generate a School Profile containing a wide range of student, staff, and financial information for each AISD campus to be used in campus planning and improvement efforts
- Evaluating, through Chapter 1, the Sanchez intersession tutoring program, Helping One Student to Succeed (HOSTS) labs, Higher Order Thinking Skills (HOTS) labs, Writing to Read labs, Content Mastery, and summer school programs
- Evaluating the Austin Youth River Watch Program, a cooperative project between the Colorado River Watch Foundation (CRWF), Inc. and the City of Austin involving at-risk AISD students
- Completing TEA studies mandated by the Legislature
- Maintaining data files of students in major special programs and providing information to central and school staffs, as well as TEA

- Contributing to educational improvement through participation in or sharing information with statewide and national organizations which address issues that impact AISD (i.e., Joint Urban Evaluation Council, National Association of Test Directors, Directors of Research and Evaluation, Southwest Educational Research Association, American Educational Research Association, Annual Texas Testing Conference, etc.)
- Sending requested copies of ORE reports and papers to interested persons and organizations worldwide
- Responding to requests for information from AISD staff and others, both in the local community and across the country
- Providing information for analysis by external, non-AISD researchers
- Serving as a liaison to TEA to receive, interpret, and implement rules and regulations regarding student assessment
- Compiling data for TEA's Prekindergarten Longitudinal Study
- Assisting with the pilot in AISD of TEA's results-based monitoring (RBM) system for accreditation
- Providing information in response to state reporting mandates such as HB 1758 (required posting of school district information) and the Public Education Information Management System (PEIMS)
- Producing achievement profiles, detailing performance by grade, test, and ethnic group for each campus
- Administering and scoring prekindergarten, kindergarten, and first-grade tests in English and Spanish, and conducting ongoing testing on Chapter 1 campuses for students without test scores
- Providing evaluation information required by the State for the Pregnancy, Education, and Parenting (PEP) and Single Parents/Displaced Homemakers programs
- Providing staff development assistance to campuses, departments, principal groups, and other school district staff
- Providing review of TEA studies in the formative stages

Another activity in which ORE will likely be involved in 1993-94 is the evaluation of the effect of changes brought about by waivers the District has received from state rules and regulations. In the absence of direct requests to ORE for evaluation from the instructional personnel who sought the waivers, ORE will provide assistance to the staff responsible for meeting state requirements for information; however, formal evaluations by ORE of the effect of waivers are not included in this *Agenda*.

The *1993-94 District Improvement Plan* specifies several major activities for which ORE is responsible, but a final determination on the implementation of some of these activities has not been made. Therefore, these activities are not included in the 1993-94 *Agenda*. Likewise, some activities associated with the implementation of AISD's Strategic Plan are not included in the *Agenda* because there will be a review and update of the Strategic Plan later this year.

The 1993-94 *Agenda* matches the available evaluation resources with mandated or requested evaluation activities. If additional activities are identified during the year, some adjustments in planned activities would need to be made to allow resources to be directed to these new activities. ORE likely will be involved in activities associated with the review and update of AISD's Strategic Plan.

ABOUT ORE'S EVALUATION PLANS

ORE's evaluation plans are divided into four sections:

1. A heading, which gives the name of the program and the person(s) to contact about the evaluation;

2. Program Description, which provides information about the purpose of the program, the components of the program, the activities of the program designed to accomplish the program's goals and objectives, the resources allocated to the program, and other details about the program's functioning relevant to understanding its workings;

3. Evaluation Outline, which poses the decision or other (key or educational issues) questions and their related evaluation questions, along with the information sources to be accessed to answer the evaluation questions; and

4. Information Needs (optional), which lists the information needs that are not addressed in the decision question section, which may include information required for annual TEA reports, applications, interim reports, etc.

The decision and evaluation questions format, which has been used by ORE for many years, derives from the decision-making model of evaluation to which ORE subscribes. In this model, the major audience or reference group for evaluation results is decision makers. As ORE views evaluation, *decision questions* are to be answered by decision makers based on evaluation information provided to them; they are not answered by evaluation staff. Evaluation staff may at times make recommendations about a program, but decisions about a program need to be made by program staff, the School Board, and others. The *evaluation questions* which are enumerated under the decision questions are intended to guide the evaluation toward collecting, analyzing, and reporting information which will enable decisionmakers to answer the decision questions. Put another way, decision questions are an organizing principle around which evaluation questions are grouped. They are not intended to be taken literally as questions to be answered in an evaluation report. The "answer" to a decision question is a program or District decision, which lies outside the evaluation.

Often, though not always, decision questions are phrased in terms of whether a program should continue as is, be modified, or be discontinued. Although this wording sometimes has raised the ire of persons with an investment in a program's continuance, all special programs are subject to this decision whether the question is made explicit or not.

Recognizing that decision questions are often unvarying (and perhaps too formulaic), ORE developed a variation on the decision question format that permits writers of evaluation plans to organize evaluation questions around *key issues* or *educational issues*. These types of questions help to focus the evaluation on the issues which gave rise to the program originally. Like decision questions, however, these questions are not intended to be answered by the evaluation staff; answers to the evaluation questions associated with them will enable decisionmakers to address the issues.

In 1993-94, acknowledging that many of its activities fall outside the scope of evaluation proper and more in the realm of management studies and needing to reflect these activities in a more tractable format, ORE developed an alternative to the evaluation plan termed the *management plan*. The management plan shares the format of ORE's evaluation plans but differs in its emphasis and terminology. Like the evaluation plan, the management plan is structured around decision questions to be answered by decisionmakers (or key issues to be addressed), with subsidiary questions to be answered by evaluation staff (here termed *management questions*); the information sources to be utilized are listed; the date by which the information is needed is given, and contact persons are designated. Unlike evaluation plans, management plans are concerned with information required for management decisions and do not have reference to a special program. The decisions to be made by decisionmakers for whom management plans are written concern the efficient functioning of the District rather than whether a particular program should be continued as is, modified, or discontinued. Management questions are intended to yield information for decision makers so that they can make management decisions, about whether to add or reallocate resources or to address a situation in a different fashion, for example. Management questions often take the form of counting or inventory questions, such as, "How many dropouts are there?" or "How many AISD high school graduates are employed after graduation?" Answers to these types of questions will enable decisionmakers to address the underlying issues, e.g., by recommending changes in the curriculum.

Instead of a Program Description, the management plan has a section entitled Management Context. As in the completed staff work (CSW) format utilized by ORE or the format for School Board agenda items, this section of the management plan contains background information and addresses administrative considerations. Management Context describes the context out of which the need for the management information arose, the purpose for which the information is intended, the duration for which the information is to be collected, and any qualifications or limitations on the information which should be understood.

Readers of this *Agenda* are encouraged to direct their comments and questions about evaluation in general and about the individual evaluation and management plans which follow to the ORE contact persons named in the plans.

CHAPTER 1

EVALUATION PLAN

Contact Person:
Shirin Catterson, Ph.D.

PROGRAM DESCRIPTION

Chapter 1 is a continuing program supported by funds from the Department of Education under the Elementary and Secondary Education Act (ESEA). The purpose of Chapter 1 is to provide for the learning needs of educationally disadvantaged students in school attendance areas with high concentrations of children from low-income families. Chapter 1 provides supplemental assistance to the regular school program. AISD's funding from Chapter 1 for 1993-94 is $9,209,187.

Participation of schools in AISD's Chapter 1 Program is determined by economic need. Schools with a higher concentration of low-income families than the District average are eligible to receive Chapter 1 services. These schools are then ranked by the percent of low-income students who reside in their attendance areas. Schools are chosen for Chapter 1 services based on their low-income rankings and the District's Chapter 1 funds. Standardized test scores are used to determine how many students may be served at each school. Students with the lowest test scores have priority for service. A description of different components of Chapter 1 follows.

Full-Day Prekindergarten
The State funds half-day prekindergarten for all low-income and limited-English-proficient (LEP) students. In 28 of the 31 Chapter 1 schools, Chapter 1 is funding an additional half-day session for Chapter 1 eligible students providing them with a full-day prekindergarten experience.

Chapter 1 Supplementary Instruction
The main objective of this instructional component is to improve Chapter 1 students' reading skills. This component is supplementary to and coordinated with the District's basic reading program. Its primary purpose is to provide additional assistance to students deficient in language and/or reading skills. During the 1993-94 school year, 31 schools are providing students with a variety of supplementary services. These services include: supplementary reading instructors, Reading Recovery,

Program Description Continued

Content Mastery labs, Higher Order Thinking Skills (HOTS), Computer Curriculum Corporation labs, Jostens Learning labs, Writing to Read, Writing to Write, Help One Student to Succeed (HOSTS), and SABES.

Schoolwide Projects (SWP)
All students at a SWP are eligible to receive Chapter 1 services, regardless of their test scores. To be a schoolwide project, 75% or more of the students in the school's attendance area must be from low-income families. Chapter 1 funds can then be used to carry out a project to upgrade the educational program in the entire school, such as lowering the pupil-teacher ratio, or purchasing computers or computer software. It is important to note that although SWPs can serve all students, their evaluations are based on the achievement gains of those students who began the school year with standardized test scores below the 31st percentile. Chapter 1 is funding 26 schoolwide projects for the 1993-94 school year.

Parental Involvement
Chapter 1 staff and parents consult with each other through Chapter 1 Districtwide Parental Advisory Council (PAC) meetings several times during the school year. In this manner, parents can advise the District in the planning and the operation of the programs, as well as receive up-to-date information and training on areas of interest, such as helping their children with reading at home.

Nonpublic Schools
Computer-assisted instruction in reading and mathematics is provided to one nonpublic school. This school provides Chapter 1 services to low-achieving students who reside in the attendance areas of Chapter 1 public schools.

Institutions for the Neglected or Delinquent
Chapter 1 funds are provided to nine institutions for neglected or delinquent students to fund support services for students with emotional, psychological, or behavioral problems.

Decision Question 1

Should the Full-Day Prekindergarten Component be continued as it is or be modified?

Date Needed: June 1994

Evaluation Questions 1-1 through 1-8 will be addressed by Chapter 1 evaluation.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. How many students were served by the regular, bilingual, and ESL pre-K classes? By age, sex, ethnicity, and schools? By full-day and half-day classes?	• Attendance File (ATND) (Ongoing) • Student Master File (STUD) (Ongoing)
1-2. What was the attendance rate for pre-K students? Did this vary by type of class? By full day/half day?	• ATND File (Ongoing)
1-3. How did the PPVT-R pre- to posttest gains made by pre-K students compare: • To the national norm? • To previous years?	• Peabody Picture Vocabulary Test-Revised (PPVT-R) File (Sept./Oct. 1993, April 1994)
1-4. How did the PPVT-R pre- to posttest gains compare: • In the full-day and half-day classes? • In the bilingual and English classes? • Across different types of classes for students with the lowest pretest scores?	• PPVT-R File (Sept./Oct., April)

Decision Question 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-5. For Spanish LEP students who took the Spanish TVIP and English PPVT-R, how did pre- to posttest gains compare?	• Test de Vocabulario en Imagenes Peabody (TVIP) File (Sept./Oct., April) • PPVT-R File (Sept./Oct., April) • Language (LANG) File (Ongoing)
1-6. Was there any difference between the achievement gains of full-day and half-day bilingual students?	• TVIP/PPVT-R File (Sept./Oct./April) • LANG File (Ongoing)
1-7. Were there differences in the achievement gains of pre-K students at different campuses?	• PPVT-R/TVIP File (Sept./Oct., April) • STUD File
1-8. What were the strengths and the areas in need of improvement in the implementation of the pre-K component?	• Coordinator Interview (Spring 1994)

Evaluation Question 1-9 will be addressed by the Chapter 2 evaluation.

1-9. What was the Chapter 2 Formula cost per student? How cost-effective was the program?	• Program Record (May 1994)

Decision Question 2

Should AISD change the structures and approaches traditionally used in Chapter 1?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. What were the achievement gains of students who received Supplementary Reading instruction? How did their gains compare with those of similar students who did not receive Chapter 1 Supplementary Services?	• Normed-referenced Assessment Program for Texas (NAPT) File (April) • Iowa Tests of Basic Skills (ITBS) File (April 1994)
2-2. Were there any differences in effectiveness among the different supplementary programs?	• NAPT File (April) • ITBS File (April) • Record of Student Service (ROSS) Forms (Ongoing)
2-3. How did the TAAS achievement of Chapter 1-served students in 1993-94 compare with the achievement of students with similar spring or fall 1993 scores who were not served by Chapter 1?	• Texas Assessment of Academic Skills (TAAS) File (May) • ROSS Forms (Ongoing)
2-4. What percentage of Chapter 1 students became ineligible for the 1994-95 Chapter 1 Program based on their spring 1994 ITBS or NAPT scores? How did this compare to last year?	• ROSS Forms (Ongoing) • ITBS File (April) • NAPT File (April) • Chapter 1 File (Ongoing)
2-5. What was the average number of years of Chapter 1 services received by the 1993-94 Chapter 1 students (by grade)?	• Chapter 1 File (Ongoing) • ITBS File (April) • NAPT File (April)

Decision Question 2 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-6. Were there by-campus differences in the achievement gains of Chapter 1 students?	• ROSS Forms (Ongoing) • ITBS File (April) • NAPT File (April) • TAAS File
2-7. How do served Chapter 1 students do on the higher order thinking skills items on the NAPT? How does this compare with other students with similar spring or fall 1993 scores who were not served by Chapter 1?	• NAPT File (April) • ROSS Forms (Ongoing)
2-8. How successful was the implementation of the Chapter 1/Chapter 1 Migrant instructional programs? • What concerns/strengths were identified by Chapter 1/Chapter 1 Migrant administrative staff?	• Administrative Staff Interview (Spring)
2-9. What is the average cost of the program per estimated student contact hour?	• ROSS Forms (Ongoing) • Chapter 1 Application for Funding (August)
2-10. How successful have the Chapter 1 programs been in improving students' achievement levels longitudinally?	• ITBS File (April) • NAPT File (April) • Longitudinal Chapter 1 File (Ongoing)

Decision Question 3

Should Chapter 1 change the way students and schools are selected?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. What procedures are in place to identify Chapter 1 students for service eligibility?	• Testing for Chapter 1 Eligibility Manual (Sept.)
3-2. How many students were served at each grade level by sex, ethnicity, and type of supplementary program?	• ROSS Forms (Ongoing) • STUD File
3-3. How many students were special tested? Why? Did students tested differ by grade, ethnicity, or sex?	• Special Test File (Ongoing) • STUD File
3-4. What percentage of Chapter 1-served students are low-income?	• ROSS Forms (Ongoing) • Cafeteria File (January)
3-5. What number and percentage of students eligible for Chapter 1 services received supplementary instruction from another source?	• STUD File

Decision Question 3 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-6. What percentage of eligible students are served by Chapter 1? What percentage of eligible LEP students are served by Chapter 1? How does this compare with last year's figure? Is there by-campus variation in the percentage of eligible students served?	• ROSS Forms (Ongoing) • LANG File (Spring)
3-7. What percentage of grade K students are eligible for Chapter 1 by school?	• Boehm Test of Basic Concepts-Revised File (Nov.)
3-8. What percentage of grade 1 students are eligible for Chapter 1? By school?	• Metropolitan Readiness Tests File (Sept.)

Decision Question 4

How successful were the original 16 Priority Schools after their seventh year?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1. How did the teacher transfer request rate for the Priority Schools compare with the transfer request rate in the rest of the District? Has this changed over the years?	• EMR File (Ongoing)
4-2. How do the standardized test scores of students at each priority school compare with those of other AISD students and the national averages?	• ITBS File (April) • NAPT File (April)
4-3. What effect did lowering the pupil-teacher ratio have on students' achievement gains at each school?	• ITBS File (April) • NAPT File (April) • ATND File (End of Year)
4-4. How do the achievement gains made by low achievers in the lowered PTR compare to low achievers served in the Chapter 1 supplementary program?	• ITBS File (April) • NAPT File (April) • ATND File (End of Year) • ROSS Forms

Decision Question 4 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-5. What were the TAAS passing and mastery rates in each school on: • TAAS-Writing (March, Grade 4) • TAAS-Reading & Mathematics (May, Grades 3-6) • TAAS-Science & Social Studies (May, Grade 4)	• TAAS File (March, May)
4-6. What was the student attendance rate in each school? How did this compare with the District and with previous years?	• ATND File (Ongoing)
4-7. What were the promotion/retention/ placement rates for each of the Priority Schools? How does this compare with other AISD elementary schools?	• STUD File (June)
4-8. What Pupil/Teacher/Ratio (PTR) was achieved at each grade level at each campus? Did this match prescribed levels?	• ATND File (June)
4-9. What activities occurred at each campus to involve parents and community members?	• Parent Training Specialist Records Review (Spring)
4-10. What is the achievement level of students who have attended priority schools for one or more years since 1987? How do they compare with other students in the District?	• ITBS File (April) • NAPT File (April) • TAAS File (May) • STUD File
4-11. What was the achievement gain of students who had spring or fall 1993 test scores of below the 31st percentile? How do these gains compare with the gains in 1991-92 and 1992-93?	• ITBS File (April) • NAPT File (April) • MRT File (Sept.)

Decision Question 5

How effective were the Supplementary programs implemented with Chapter 1 funding?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1. Were the summer school programs held in July and August effective?	• Summer School Data (Aug.)
5-2. How effective were the following programs at Chapter 1 Schools? • Extended Day? • Help One Student to Succeed (HOSTS)? • Content Mastery? • Intersession Tutoring Program (Sanchez)? • Higher Order Thinking Skills (HOTS)? • Writing to Read? • Writing to Write? • SABES/SESOS?	• GENeric Evaluation SYStem (GENESYS) (Summer 1994) • ROSS Forms

Decision Question 6

How effective was the Reading Recovery Program in AISD?

Date Needed: June 1994

Evaluation Questions 6-1 through 6-9 will be addressed by the Chapter 1 evaluation.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1. How many grade one students were served in the second year of implementation? What was the average length of stay?	• ROSS Forms
6-2. What percentage of children served by the Reading Recovery program districtwide were successfully exited from the program?	• ROSS Forms
6-3. How did successfully exited Reading Recovery students compare with other first graders served by Chapter 1 on a nationally normed standardized test?	• ITBS File (April) • MRT File (Fall 1993)
6-4. What was the rate of promotion for students who were exited from the Reading Recovery program compared with the District promotion rate?	• STUD File (Promotion/Retention/Placed) • ROSS Forms

Decision Question 6 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-5. What responses to the program were made by teachers, administrators, Teacher Leaders, parents, and children?	• Surveys of Reading Recovery Teachers and Classroom teachers • Interviews with Teacher Leaders and Principals
6-6. How cost-effective is the Reading Recovery program compared to other supplementary reading programs?	• STUD File • Finance Office • ITBS File (April)
6-7. What is the retention rate for trained teachers (from 1992-93 to 1993-94)? How does this compare to other urban districts?	• Employee Master Record (EMR) File • AISD Teacher leaders • U.S. Reading Recovery Headquarters at Ohio State University
6-8. Are the effects of Reading Recovery sustained in the second grade for students who were exited from Reading Recovery in the first grade?	• ITBS Reading Comprehension • Rank Order of Students According to Reading Skills by Second Grade Teachers
6-9. Has teacher training been sufficient for proper implementation of the program?	• Teacher Surveys • Teacher Leader Interviews

Evaluation Questions 6-10 through 6-12 will be addressed by the Chapter 2 evaluation.

6-10. How was the training applied during sessions with the Reading Recovery students? With regular classroom?	• Classroom Observations (Spring 1994)
6-11. Would this program continue if federal funds were not available?	• Program Coordinator Interview (February 1994)
6-12. What was the Chapter 2 Formula cost per participant?	• Program Records (May 1994)

Decision Question 7

How effective were Integrated Learning Systems (Computer Curriculum Corporation (CCC) and Jostens Learning) at Chapter 1 Schools?

Date Needed: June 1994

Please refer to the evaluation plan for Technology in Instruction (pages U-1 to U-4). This evaluation will be coordinated by Chapter 1 utilizing both Chapter 1 and local Office of Research and Evaluation resources.

Decision Question 8

Should the Parental Involvement Component be modified? If so, how?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
8-1. Were the component's objectives met?	• PAC Records (Ongoing) • Administrative Staff Interview (Spring)
8-2. How many Chapter 1 Districtwide PAC meetings and training sessions were held during the 1993-94 school year?	• PAC Records (Ongoing)
8-3. Did more Chapter 1 parents attend Districtwide PAC meetings during 1993-94 than during 1992-93?	• PAC Records (Ongoing)
8-4. How successful was the implementation of the Parental Involvement Component? What concerns/strengths were identified by Chapter 1 staff?	• Administrative Staff Interview (Spring)

Decision Question 9

Should the Chapter 1 Nonpublic Schools Component be modified? If so, how?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
9-1. Were the component's objectives met?	• Chapter 1 Service Report for Nonpublic Schools (Spring)
9-2. How many students were served by the Chapter 1 nonpublic schools by age, grade, gender, and ethnicity?	• Chapter 1 Service Report for Nonpublic Schools (Spring)
9-3. What evidence is there that students at nonpublic schools receiving Chapter 1 services were successful?	• Chapter 1 Service Report for Nonpublic Schools (Spring)
9-4. How successful was the implementation of this component? What concerns/ strengths were identified by Chapter 1 staff?	• Administrative Staff Interview (Spring)

Decision Question 10

Should the Chapter 1 Component for Institutions for Neglected or Delinquent (N or D) youth be modified? If so, how?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
10-1. Were the component's objectives met?	• Chapter 1 N or D Service Report (Spring)
10-2. How many students were served by the Chapter 1 N or Ds institutions--by age, sex, grade, and ethnicity?	• Chapter 1 N or D Service Report (Spring)
10-3. How many of the N or D students served by Chapter 1 were also identified as LEP and/or special education students?	• Chapter 1 N or D Service Report (Spring)
10-4. What are the goals and objectives of Chapter 1 services at these institutions? • How successful were these institutions in achieving their goals? • How successful were the served N or D students?	• Interviews with the Administrative Staff of N or Ds (Fall, Spring)
10-5. How successful was the implementation of this component?	• Administrative Staff Interview (Spring)

Decision Question 11

Were programs funded by Chapter 1 effective relative to their costs?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
11-1. What were the costs for each of the programs/activities funded by Chapter 1?	• Chapter 1 Application (June) • Program Records (June)
11-2. Were the programs funded by Chapter 1 cost effective?	• Cost Effectiveness Comparisons (June)

Information Needs

Needs Assessment for the 1994-95 Chapter 1 Application

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. What percentage of the students residing in each AISD attendance area are from low-income families?	• Student Master File (Ongoing) • Cafeteria File (Ongoing)
2. How many students in each school scored below selected percentile points on the ITBS and NAPT?	• Student Master File (Ongoing) • ITBS File (April) • NAPT File (April)
3. How many students would be eligible for Chapter 1 services based on various combinations of criteria for campus and student eligibility?	• ITBS File (April) • NAPT File (April) • MRT File (September)

Information Needs

Annual Program Documentation for the Texas Education Agency

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. How many students were served (by grade, sex, ethnicity, and age) by Chapter 1, including service at nonpublic schools and at N or Ds?	• ROSS Forms (ongoing) • Chapter 1 Service Report for Nonpublic Schools (Spring) • Chapter 1 N or D Service Report (Spring)
2. What were the achievement gains for students served by Chapter 1 during 1993-94 in normal curve equivalents (NCEs) by grade and by campus?	• ROSS Forms (Ongoing) • ITBS File (April) • NAPT File (April) • Chapter 1 Service Report for Nonpublic Schools (Spring)
3. What percent of students served by Chapter 1 were retained at each school?	• Student Master File (June)
4. Which campuses met their "Preponderance of Evidence" requirements? • A five point average gain on the PPVT-R for pre-K students? • A five percentile point increase on the Boehm-R for kindergarten students served by Chapter 1? • An average grade equivalent score of 1.6 on the ITBS Reading Comprehension for Chapter 1-served grade 1 students?	• PPVT-R File (Sept.,Oct.,April,May) • Boehm-R File (Nov.,May) • ITBS File (April) • ROSS Forms (Ongoing) • Student Master File (June)

Information Needs Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
• 98% promotion/placement rate for Chapter 1-served students?	
• A 5% increase in percent of Chapter 1-served students who passed the TAAS Reading test?	
5. What was each campus' progress on meeting their NCE gain requirements? Which schools are on, off, or continuing on program improvement?	• ITBS File (April) • NAPT File (April)

CHAPTER 1 MIGRANT

EVALUATION PLAN

Contact Persons:
Shirin Catterson, Ph.D.
Wanda Washington

PROGRAM DESCRIPTION

The Chapter 1 Migrant Program is a federally funded project designed to meet the unique needs of the District's migrant students. Although priority is given to currently migrant students, both currently migratory and formerly migratory children may be served by the Migrant Program. A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisher; and (b) who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. Students who remain in the District following their year of current eligibility are considered formerly migratory students for a period of five years. For 1993-94 the funding level decreased to $198,743, due to a reduced enrollment of Migrant Students in the District.

The activities of the Migrant Program are centered around:

- Recruitment of students, parental involvement, and
- A supplementary instructional program for first grade through high school students.

Recruitment and Parental Involvement

In order to be eligible for the services provided by the Migrant Program, the parents (or the guardians) of the student have to complete a Certificate of Eligibility/Identification. Home visits to parents are made throughout the year as new migrant students are located and identified. When the Eligibility/ Identification forms are completed, they are sent by the Migrant Student Record Transfer System (MSRTS) Clerk to the Region XIII Education Service Center for entry into the National MSRTS data bank in Little Rock, Arkansas.

The Chapter 1 Migrant legislation requires that staff consult parents in planning, operating, and evaluating the program. The Migrant legislation

Program Description Continued

also requires a Districtwide Parental Advisory Council (PAC). In this manner parents can advise the District in its planning and operation of the program, as well as receive up-to-date information and training on areas of interest--helping children with reading and mathematics at home, etc.

Grades 1-6

The instructional emphasis at these grade levels is supplementary support services in coordination with the regular school curriculum.

Grades 7-12

The instructional emphasis at these grade levels is tutorial services coordinated with the regular school curriculum.

Decision Question 1

Should the Chapter 1 Migrant Supplementary Tutorial Component be modified? If so, how?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. Were the achievement objectives met at: • Grades 1-6? • Grades 7-8? • Grades 9-12?	• Norm-referenced Assessment Program for Texas (NAPT) File (April 1994) • Iowa Tests of Basic Skills (ITBS) File (April 1994)
1-2. How do the gains/achievement scores made this year by Migrant students in grades 1-12 compare with the gains/ achievement scores of Migrant students in 1992-93?	• NAPT File (April 1994) • ITBS File (April 1994)
1-3. How successful was the implementation of the Supplementary Tutorial Component? • What concerns/strengths were identified by Chapter 1 Migrant staff?	• Administrative Staff Interview (Spring 1994)
1-4. How many students did Migrant teachers and tutors serve in each grade?	• Record of Student Service (ROSS) Forms (Ongoing) • Program Records (Ongoing)
1-5. What percentage of the Migrant students served by a Migrant teacher were served by each instructional method (lab, team teaching, tutoring special class, and other)? How does this compare with 1992-93?	• ROSS Forms (Ongoing)

Decision Question 1 Continued

EVALUATION QUESTIONS		INFORMATION SOURCES
1-6.	What number and percentage of migrant students received supplementary instruction from another source?	• Migrant Student Master File
1-7.	What is the average cost of the program per estimated student contact hour?	• ROSS Forms (Ongoing) • Migrant Application for Funding (August) • Funding (August)
1-8.	How many students were served by the Migrant Program by age, sex, grade, and ethnicity?	• ROSS Forms (Ongoing) • Tutors' Time Sheets
1-9.	How were the Migrant instructional funds spent?	• Administrative Staff Interview (Spring)
1-10.	How many migrant students attended summer programs?	• Migrant Records Review (Summer)
1-11.	What evidence of success was there for summer school participation?	• Summer School Records (Summer)
1-12.	Did the students who were served by the Migrant teachers make any gains on the Academic Excellence Indicators? Did they meet the goals set in the application?	• Academic Excellence Indicator System (AEIS) (June)
1-13.	How successful was the computer lab?	• Administrative Staff Interviews (Spring) • Attendance File (May) • Other Data Sources (May)

Decision Question 2

Should the Parental Involvement Component be modified? If so, how?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. Were the component's objectives met?	• PAC Records (Ongoing) • Administrative Staff Interview (Spring)
2-2. How many Migrant Districtwide PAC meetings and training sessions were held during the 1993-94 school year?	• PAC Records (Ongoing)
2-3. Did more migrant parents attend Districtwide PAC meetings during 1993-94 than during 1992-93?	• PAC Records (Ongoing)
2-4. How successful was the implementation of the Parental Involvement Component? • What concerns/strengths were identified by program staff?	• Administrative Staff Interview (Spring)

Decision Question 3

Should the Migrant Student Record Transfer System (MSRTS) Component be modified? If so, how?

Date Needed: June 1994

EVALUATION QUESTIONS		*INFORMATION SOURCES*
3-1.	Were the component's objectives met?	• MSRTS Records Review (Ongoing))
3-2.	What services did migrant students receive?	• MSRTS Clerk Interview (Spring) • Migrant Student Master File (Ongoing)
3-3.	How many migrant students (by grade, sex, and ethnicity) received some health services provided by the Migrant Program?	• MSRTS Clerk Interview (Spring)
3-4.	Was the District's procedure for the processing of the migrant students' records efficient?	• MSRTS Clerk Interview (Spring)

Information Needs

Needs Assessment for 1994-95 Chapter 1 Migrant Application

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. What is the projected number of migrant students enrolled in each school (by grade) in the 1994-95 academic year?	• Migrant Student Master File (Ongoing)
2. What is the achievement level of migrant students by school and by grade?	• Migrant Student Master File (Ongoing) • ITBS File (April) • NAPT File (April)
3. What compensatory programs served migrant students at each grade for each school? How many migrant students were served by each?	• Migrant Student Master File
4. What are appropriate goals to set for the served migrant students?	• AEIS

Information Needs

TEA Report - 1993-94 School Year

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. What is the total number of eligible migrant students? • Regular term? • Summer term?	• Migrant Student Master File (Ongoing)
2. How many migrant seniors graduated? • Regular term? • Summer term?	• Student Master File (Ongoing) • Migrant Student Master File (Ongoing)
3. How many migrant students in grades 2-12 who were served by a Migrant teacher or tutor had pretest scores in 1992-93 and posttest scores in the 1993-94 school year?	• ITBS File (April) • NAPT File (April)
4. For the students in Question 3, what was the average NCE gain or loss by grade level for 1993-94?	• ITBS File (April) • NAPT File (April)
5. For migrant students with matched pre- and post-test scores on ITBS or NAPT and who were not served by a Migrant teacher, what was the average NCE gain or loss by grade level for 1993-94?	• ITBS File (April) • NAPT File (April)
6. Were the "Desired Outcomes" criteria set for the Migrant program met in 1993-94? • A three percent increase in Migrant student promotion rate from 87% to 90%? • A 10% increase in the number of Migrant students taking a College Entrance Exam (from 60% to 70%)? • A 33% increase in students passing all sections of the TAAS (from 17% to 5%)?	• Migrant Student Records • College Entrance Exams • TAAS File (March, May)

DISTRIBUTION OF REPORTS

Chapter 1/Chapter 1 Migrant
School Staff Report

Report	Number of Copies and Recipient	Date
Chapter 1/Chapter 1 Migrant Roster and ROSS Forms	All Chapter 1 and Chapter 1 Migrant teachers	August and every six weeks
Chapter 1/Chapter 1 Migrant Final Reports	All Chapter 1 and Chapter 1 Migrant teachers	August
Pre-K Test Results	Pre-K teachers Pre-K principals	November and May
MRT Results	First grade teachers First grade principals	October
Boehm-R Results	Kindergarten teachers Kindergarten principals	November and May
Other Analyses	Program staff and others	Upon request
Observation Feedback	Teacher and Computer Lab staff	As needed
NCE Gains	Chapter 1 principals	August

CHAPTER 2 FORMULA

EVALUATION PLAN

Contact Person:
Julia Griffith

PROGRAM DESCRIPTION

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act (ESEA) of 1965 as amended in 1988 by Public Law 100-297. States earn Chapter 2 Formula funds based on their school-age population and then allocate at least 80% of these funds to local districts based on enrollment.

Chapter 2 Formula can support programs or services in several target assistance areas. The Austin ISD programs receiving Chapter 2 Formula funding in 1993-94, and the assistance areas targeted, are listed below.

At-Risk Students
- Student Retreat Program ($21,886 Chapter 2; $113.01 in additional funding from Drug-Free Schools)
- MegaSkills ($36,656 Chapter 2; $16,400 in additional funding from Chapter 1)

Instructional Materials
- Library Resources ($63,425 Chapter 2)
- Supplementary Materials (Multisensory Teaching Approach {MTA}, Project Read) ($50,000 Chapter 2)

Staff Development
- Spanish Academy ($40,136 Chapter 2)
- Staff Development ($24,115 Chapter 2)

Training in Identifying Students At-Risk For Illiteracy
- Reading Recovery Teacher Leader ($63,360 Chapter 2)
- Reading Recovery Teacher Leader In Training and Campus Locations ($63,185 Chapter 2)

Personal Excellence
- Academic Decathlon ($42,886 Chapter 2)

Program Description Continued

Innovative Projects

- Full-Day Prekindergarten ($82,310 Chapter 2)
- Middle School "Transition In" Program ($15,039 Chapter 2)

No programs were funded in the assistance area of innovative programs.

Chapter 2 Formula funds are also available through AISD to nonpublic, nonprofit schools located within AISD boundaries. Schools that meet the eligibility requirements are allocated funds on a per-pupil basis for the purchase of items approved by the Texas Education Agency. Funds for the 1993-94 school year have been allocated for library materials, computer software and hardware, instructional materials, and staff development.

In 1993-94, AISD will receive $535,752 through Chapter 2 Formula (in addition to $42,261 rolled forward from 1992-93 and $53,891 not allocated during 1992-93 for a total of $631,904). Included in the total allocation are $10,258 for indirect costs and funds for the evaluation and management of Chapter 2 Formula. Evaluation will be provided through a full-time Chapter 2 Formula evaluation associate.

Educational Issue 1

ACADEMIC DECATHLON: Is this program contributing to academic excellence at the secondary level in AISD? Should the program be continued in its present form?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. How was the Academic Decathlon implemented in 1993-94? Which schools were active in the program? How many students participated from each school? How many staff were involved?	• Program Coordinator Interview (April 1994)
1-2. How many students were recruited, practiced, and participated in the regional meet? What were the characteristics of the students involved (grade, sex, ethnicity)?	• Program Records (Spring 1994) • Student Master File (Spring 1994)
1-3. According to Academic Decathlon coaches, were recruitment efforts successful?	• Academic Decathlon Coaches Survey (April 1994)
1-4. How effective was the Academic Decathlon in promoting academic excellence?	• Program Coordinator Interview (April 1994) • Academic Decathlon Coaches Survey (April 1994) • Count of Medals Won (April 1994)
1-5. Would Academic Decathlon continue if federal funds were not available?	• Program Coordinator Interview (April 1994) • Academic Decathlon Coaches Survey (April 1994)
1-6. What was the Chapter 2 Formula cost per student (including the fixed cost of the program)?	• Program Records (Spring 1994)

Educational Issue 2

LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS: Did the materials ordered by schools with Chapter 2 Formula Funds enhance the educational experience of students?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. How were funds allocated to schools? What types of items could be ordered?	• Grant Administrator Interview (January 1994)
2-2. What materials were ordered by schools?	• Program Records (May 1994)
2-3. How did staff rate the effectiveness of the materials purchased with Chapter 2 Formula funds?	• Staff Survey (Spring 1994)
2-4. In what ways did materials purchased with Chapter 2 Formula funds enhance the educational experience of students?	• Staff Survey (Spring 1994)
2-5. What was the Chapter 2 Formula cost per student?	• Program Records (May 1994) • Student Records Counts (June 1994)

Educational Issue 3

MEGASKILLS: Does participation in the MegaSkills program by parents contribute to academic excellence in their school-age children? Should the MegaSkills program be continued in its present form?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. How was the MegaSkills program implemented in 1993-94?	• Program Coordinator Interview (February 1993) • Program Records (Ongoing)
3-2. How many parents were served by the MegaSkills Program?	• Parent Evaluation Form (Ongoing)
3-3. Did participation in the program by parents have a positive effect on student: • Attendance? • Achievement? • Discipline rates? • Retention? • Dropout status?	• GENeric Evaluation SYStem (GENESYS) (Summer 1994) • Parent Evaluation Form (Ongoing)
3-4. Were student effects from last year's program sustained over time?	• GENESYS (Summer 1994)
3-5. How did participation in the program affect parental attitudes towards school?	• Parent Survey (May 1994)
3-6. To what extent did parents feel the MegaSkills program facilitated parent-child dialogue? About which topics?	• Parent Survey (May 1994)
3-7. How were MegaSkills "recipes" used at home? Which were most helpful?	• Parent Survey (May 1994)
3-8. What was the Chapter 2 Formula cost per parent? Per student? How cost-effective was the program?	• Program Records (May 1994) • GENESYS (Summer 1994)

Educational Issue 4

MIDDLE SCHOOL "TRANSITION IN" PROGRAM:
Did the "Transition In" program facilitate the transfer of students to a new school setting?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1. How was the "Transition In" program implemented in 1993-94?	• Grant Administrator Interview (February 1994)
4-2. Which students were served by the "Transition In" program?	• Program Records (April 1994)
4-3. What services were provided at which schools?	• Staff Survey (April 1994)
4-4. How did students and staff rate the effectiveness of the "Transition In" program?	• Student Survey (April 1994) • Staff Survey (April 1994)
4-5. What was the Chapter 2 Formula cost per student?	• Program Records (June 1994)

Educational Issue 5

FULL-DAY PREKINDERGARTEN: Does supplemental instruction contribute to student achievement? Should the Full-Day Prekindergarten Component be continued in its present form?

Date Needed: June 1994

Evaluation Questions 5-1 through 5-8 will be addressed by the Chapter 1 evaluation.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1. How many students were served by the regular, bilingual, and ESL pre-K classes? By age, sex, ethnicity, and schools? By full-day and half-day classes?	• Attendance File (Ongoing) • Student Master File (STUD) (Ongoing)
5-2. What was the attendance rate for pre-K students? Did this vary by type of class? By full day/half day?	• Attendance File (Ongoing)
5-3. What were students' gains on the Peabody Picture Vocabulary Test-Revised (PPVT-R) and the TVIP (Test de Vocabulario en Imagenes Peabody) from fall (pretest) to spring (posttest)? How did gains compare to previous years? To the national norm?	• Peabody Picture Vocabulary Test-Revised (PPVT-R) File (September 1993, April 1994) • Test de Vocabulario en Imagenes Peabody (TVIP) File (September 1993, April 1994)
5-4. How did the PPVT-R pre- to posttest gains compare: • In the full-day and half-day classes? • In the bilingual and English classes? • With low-income students? • Across different types of classes for students with the lowest pretest scores?	• PPVT-R File (September 1993, April 1994) • TVIP File (September 1993, April 1994)
5-5. For Spanish-speaking LEP students who took the Spanish TVIP and the English PPVT-R, how did pre- to posttest gains compare?	• PPVT-R File • TVIP File • LEP File (Ongoing)

Educational Issue 5 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-6. Was there any difference between the achievement gains of full-day and half-day bilingual students?	• PPVT-R/TVIP File (Sept./Oct.1993, April 1994) • LEP File (Ongoing)
5-7. Were there differences in the achievement gains of pre-K students at different campuses?	• PPVT-R/TVIP (Sept./Oct.1993, April 1994) • Student Master File (SMF)
5-8. What were the strengths and the areas in need of improvement in the implementation of the pre-K component?	• Coordinator Interview (May 1994)

Evaluation Question 5-9 will be addressed by the Chapter 2 evaluation.

5-9. What was the Chapter 2 Formula cost per student? How cost-effective was the program?	• Program Records (May 1994)

Educational Issue 6

PRIVATE SCHOOLS: How were Chapter 2 Formula funds used by private schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1. How were private schools notified of their eligibility for Chapter 2 Formula funds? How many were notified? How many elected to participate?	• Grant Administrator Interview (January 1993)
6-2. What was the Chapter 2 Formula allocation per private school? How many students were served? By grade?	• Grant Administrator Records (January 1993) • Private School Survey (April 1994)
6-3. How were Chapter 2 Formula funds utilized? How did private schools rate the effectiveness of library materials, computer software and hardware, instruction materials, and staff development funded by Chapter 2 Formula?	• Private School Survey (April 1994)
6-4. What educational experiences were provided by Chapter 2 Formula funds that would not otherwise be provided?	• Private School Survey (April 1994)
6-5. What was the Chapter 2 Formula cost per student?	• Private School Survey (April 1994)

Educational Issue 7

READING RECOVERY PROGRAM: Should the Reading Recovery Program in AISD be continued in its present form?

Date Needed: June 1994

Evaluation Questions 7-1 through 7-9 will be addressed by the Chapter 1 evaluation.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1. How many grade one students were served in the second year of implementation? What was the average length of stay?	• ROSS Forms
7-2. What percentage of children served by the Reading Recovery Program Districtwide were successfully exited from the program?	• ROSS Forms
7-3. How did successfully exited Reading Recovery students served by Chapter 1 perform on a nationally normed standardized test?	• Iowa Tests of Basic Skills (ITBS) File (April) • Metropolitan Readiness Test (MRT) File (Fall 1993)
7-4. What was the rate of promotion for students who were exited from the Reading Recovery program compared with the District promotion rate?	• Student Master File (Promotion/Retention/Placed) • ROSS Forms
7-5. What responses to the program were made by teachers, administrators, Teacher Leaders, parents, and children?	• Survey of Reading Recovery Teachers and Classroom Teachers • Interviews with Teacher Leaders and Principals
7-6. How cost-effective is the Reading Recovery program compared to other supplementary reading programs?	• Student Master File • General Ledger File • ITBS File (April)
7-7. What is the retention rate for trained teachers (from 1992-93 to 1993-94)? How does this compare to other urban districts?	• Employee Master Record (EMR) File • AISD Teacher Leaders • U.S. Reading Recovery Headquarters at Ohio State University

Educational Issue 7 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-8. Are the effects of Reading Recovery sustained in the second grade for students who were exited from Reading Recovery in the first grade?	• ITBS Reading Comprehension Texts (April 1994) • Rank Order of Students, by Second Grade Teachers, According to Skills
7-9. Has teacher training been sufficient for proper implementation of the program?	• Teacher Surveys • Teacher Leader Interviews

Evaluation Questions 7-10 through 7-12 will be addressed by the Chapter 2 evaluation.

7-10. How was the training applied during sessions with Reading Recovery students? With regular classroom?	• Classroom Observations (Spring 1994)
7-11. Would this program continue if federal funds were not available?	• Program Coordinator Interview (February 1994)
7-12. What was the Chapter 2 Formula cost per participant?	• Program Records (May 1994)

Educational Issue 8

READING RECOVERY TEACHER LEADER IN TRAINING AND CAMPUS LOCATIONS: Is the Reading Recovery Teacher Leader training effective? Should this training be continued in its present form?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
8-1. How were Chapter 2 Formula funds used? What was the total cost of training?	• Program Records (May 1994)
8-2. What type of training was received? Over what period of time did it take place? Who was trained? Where? By Whom?	• Staff Interview (Spring 1994)
8-3. How effective was the training for Reading Recovery Teacher Leaders?	• Staff Interview (Spring 1994)
8-4. What was the Chapter 2 Formula cost per participant?	• Program Records (May 1994)

Educational Issue 9

SPANISH ACADEMY: Does the provision of this training improve students' educational experience by enabling staff to deal more effectively with Spanish-speaking students and parents? Should the program be continued in its present form?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
9-1. How was the Spanish Academy implemented in 1993-94?	• Staff Interview (January 1994)
9-2. How were classes advertised? How many courses were offered? How many AISD personnel attended a Spanish Academy course? How many have previously attended a course? What positions did they hold? Which level of instruction was most used by staff (beginner, intermediate, advanced)?	• Staff Interview (January 1994, February 1994) • Program Applications (January 1994, February 1994) • Course Evaluation (Ongoing)
9-3. Did participants view the course as effective? Did participation help staff communicate with Spanish-speaking students, parents, community members, and other staff?	• Course Evaluation (Ongoing)
9-4. In what ways did participants find their Spanish skills most helpful?	• Course Evaluation (Ongoing)
9-5. What was the Chapter 2 Formula cost per participant?	• Program Records (May 1994)

Educational Issue 10

STAFF DEVELOPMENT: How were Chapter 2 Formula funds used for staff development?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
10-1. What types of staff development were offered during 1993-94? To whom were these services offered?	• Grant Administrator Interview (April 1994)
10-2. What materials were purchased with Chapter 2 Formula funds?	• Grant Administrator Interview (April 1994)
10-3. What was the Chapter 2 Formula cost per staff member?	• Program Records (April 1994)

Educational Issue 11

STUDENT RETREAT PROGRAM: How did the Student Retreat Program contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

Evaluation Questions 11-1 through 11-7 will be addressed by the Drug-Free Schools evaluation.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
11-1. What is the Student Retreat Program? How was it implemented? What services were provided? Who was served?	• Program Records (Ongoing) • Program Staff Interviews (Ongoing) • Attendance Files (Ongoing)
11-2. What were the program's stated objectives?	• Program Records (Ongoing) • Program Staff Interviews (Ongoing)
11-3. What services were specifically directed toward decreasing and/or preventing alcohol and other drug use in AISD?	• Program Records (Ongoing) • Program Staff Interviews (Ongoing) • Project Specialist Interviews (Ongoing)
11-4. How successful was the program in meeting its stated objectives?	• Program Manager Interviews (Ongoing) • GENESYS (Summer 1994)
11-5. How effective was the program perceived to be by students, teachers, staff, and *Student Retreat Program* staff with regard to decreasing and/or preventing alcohol and other drug use in AISD schools?	• Staff Survey (Spring 1994) • Substance Use Survey (Spring 1994) • ORE Coordinated Survey (Spring 1994)
11-6. How cost-effective was the Student Retreat Program?	• Program Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • GENESYS (Spring 1994) • Substance Use Survey (Spring 1994)

Educational Issue 11 Continued

EVALUATION QUESTION	*INFORMATION SOURCES*
11-7. What is the long-term impact of the Student Retreat Program?	• Archival DFS Program Participation Records (Ongoing) • GENESYS (Summer 1994)

Evaluation Question 11-8 will be addressed by the Chapter 2 evaluation.

11-8. How many times was the Student Retreat Program staff used for crisis intervention on campuses? On which campuses?	• Crisis Intervention Records (Ongoing)

Educational Issue 12

SUPPLEMENTARY MATERIALS: What training materials were purchased with Chapter 2 Formula funds? What type of training was offered to teachers? How was this training implemented within AISD?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
12-1. What materials did Chapter 2 Formula provide to teachers for training?	• Grant Administrator Interview (January 1994) • Training Packets (Spring 1994) • Observation of Training Sessions (December 1993, February, March, April 1994)
12-2. How did teachers rate the effectiveness of training and materials provided with Chapter 2 Formula funds?	• Teacher Survey (Spring 1994)
12-3. What type of training was offered to teachers? What specific techniques were taught?	• Observation of Training Sessions (December 1993, February, March, April 1994)
12-4. How was both Project Read and MTA training used with students: • One on one? • Small Groups? • Special Education? • In regular classrooms?	• Classroom Observations (Spring 1994) • Teacher Survey (Spring 1994)
12-5. To what extent were the materials and training utilized within AISD? Were MTA and Project Read implemented as designed: • By teachers trained in 1992-93? • By teachers trained in 1993-94?	• Classroom Observations (Spring 1994) • Teacher Survey (Spring 1994)
12-6. What type of materials and/or training would be provided if grant funds were not available?	• Grant Administrator Interview (Spring 1994)
12-7. Which schools participated in the training? Which teachers?	• Program Records (Spring 1994)
12-8. What was the Chapter 2 Formula cost per teacher? Per student?	• Program Records (Spring 1994) • Student Records Counts (June 1994)

Information Needs

Texas Education Agency (TEA) Report 1993-94

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. How many students were served, by grade, by Chapter 2 Formula, for each of the programs in the seven target assistance areas? What was the dollar amount budgeted for each of these programs?	• Program Records (Ongoing) • Grant Administrator Records (Spring 1994)
2. How many teachers, counselors and parents were served by Chapter 2 Formula? What was the dollar amount budgeted for these services?	• Program Records (Ongoing) • Grant Administrator Records (Spring 1994)
3. What was the dollar amount budgeted for administration of the Chapter 2 program including indirect costs?	• Grant Administrator Records (Spring 1994)
4. How many students were served, and what dollar amount was budgeted for private, nonprofit schools?	• Program Records (Ongoing)

DRUG-FREE SCHOOLS

EVALUATION PLAN

Contact Person:
James Wiehe

PROGRAM DESCRIPTION

This is the seventh year in which AISD will receive federal funds under the terms of the Drug-Free Schools and Communities (DFSC) Act of 1986 (P.L. 99-570) for the purpose of *supplementing* District efforts to eliminate the use of alcohol and other drugs on school campuses. In 1993-94 AISD will receive $466,151 from the Drug-Free Schools and Communities grant, while approximately $118,806 is being rolled forward from the 1992-93 budget, for a total allocation of $584,957. Components included for funding for the 1993-94 school year include:

Student Programs

- *Peer Assistance and Leadership (PAL) program;*
- *Drug Abuse Resistance Education (DARE);*
- *Student Retreat Program (formerly Student Alcohol and Drug Abuse Education and Prevention Program); and*
- *Individual Campus-Based Programs;*

Staff Training and Curriculum Development

- *PreK-12 Curriculum Supplement; and*
- *Student Assistance Program (SAP) Training;*

Support Staff and Services

- *Half-time wellness coordinator;*
- *Quarter-time clerk to keep track of Prevention and Remediation In Drug Education (PRIDE) kit usage;*
- *Full-time project facilitator;*
- *Full-time budget control specialist;*
- *Full-time evaluation associate; and*
- *Supplemental Support Services.*

DFSC monies will also be allocated to private nonpublic schools within District boundaries, as required by law. Evaluation questions for the 1993-94 school year will focus on cost effectiveness, the impact of student programs and staff training, and coordination of efforts across programs.

Educational Issue 1

How were DFSC funds allocated? Were the programs which the funds were to support carried out? What overall impact did programs have on students' alcohol and other drug use?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What programs, services, and materials were funded by the Drug-Free Schools and Communities (DFSC) grant? How did campuses receive funding? What level of program or training implementation occurred in 1993-94 after receiving grant monies? Were the monies spent as originally allocated? What schools participated in which programs?	• Program Records (Ongoing) • Budget Records (Ongoing) • Project Facilitator Interviews (Ongoing) • Grant Administrator Interviews (Ongoing)
1-2. What was the overall impact of the programs implemented during the 1993-94 school year? To what extent was the overarching objective of decreasing and preventing alcohol and other drug use attained?	• Project Facilitator Interview (Spring 1994) • Program Records (Ongoing) • Program Manager Interview (Spring 1994) • GENeric Evaluation SYStem (GENESYS) (Spring 1994) • Substance Use Survey (Spring 1994)
1-3. Were there sufficient programs, services, and materials available to meet these objectives? How did each component contribute toward meeting these objectives? To what degree did the programs complement one another? Were they cost-effective?	• Project Facilitator Interviews (Ongoing) • Program Records (Ongoing) • Budget Records (Ongoing) • Program Manager Interviews (Ongoing) • GENeric Evaluation SYStem (GENESYS) (Spring 1994) • Substance Use Survey (Spring 1994) • Advisory Council Representative Interview (Spring 1994)
1-4. How were the programs promoted? To what degree were students, teachers, counselors, and other program staff aware of the program components and training opportunities?	• Project Facilitator Interview (Spring 1994) • Program Records (Ongoing) • Program Manager Interview (Spring 1994) • ORE Coordinated Survey (Spring 1994) • Substance Use Survey (Spring 1994)

Educational Issue 2

How did supplemental curricula, materials, and services purchased with Drug-Free Schools funds contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. What supplemental curricula, materials, and services were funded by the DFSC grant during 1993-94?	• Grant Administrator Interviews (Ongoing) • Program Records (Ongoing)
2-2. Who was served by the supplemental curricula, materials, and services?	• Project Facilitator Interviews (Ongoing) • Program Records (Ongoing) • Program Manager Interviews (Ongoing) • GENESYS (Summer 1994) • District Records (Spring 1994)
2-3. How was the use of supplemental curricula, materials, and services monitored?	• Project Facilitator Interviews (Ongoing) • Program Records (Ongoing) • Program Manager Interviews (Ongoing) • Campus-level Staff Interviews (Ongoing)
2-4. How effective did teachers and other staff believe the supplemental curricula, materials, and services were in preventing student alcohol and other drug use?	• Project Facilitator Interview (Spring 1994) • ORE Coordinated Survey (Spring 1994)
2-5. How effective did students believe the supplemental curricula, materials, and services were in preventing student alcohol and other drug use?	• Program Student Surveys (Ongoing) • Substance Use Survey (Spring 1994)

Educational Issue 3

How effective were the 1993–94 Drug-Free Schools-funded program components and staff development activities in contributing to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCE*
3–1. How effective do administrators, teachers, other campus staff, and students believe programs funded through the DFSC grant are in helping the District address the problems of illegal drug and alcohol use among students?	• Project Facilitator Interviews (Ongoing) • ORE Coordinated Survey (Spring 1994) • Substance Use Survey (Spring 1994)
3–2. Compared to other school issues, how does student alcohol and other drug use rank as a concern among AISD administrators, teachers, and other campus staff?	• ORE Coordinated Survey (Spring 1994)
3–3. Within DFSC-funded programs which have been implemented for three or more years, is there evidence that prior participants have experienced any long-term benefit from the programs?	• Archival DFS Program Participation Records (Ongoing) • GENESYS (Summer 1994)
3–4. What is the nature of alcohol and other drug use among AISD students compared with that of other students in the State and across the country?	• National Surveys (Ongoing) • Statewide Surveys (Ongoing) • Substance Use Survey (Spring 1994)

Educational Issue 4

How did *Campus-Based Programs* participate in the Drug-Free Schools program?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1. What are *Campus-Based Programs*? How did the campuses use the DFS funds allocated to them? Who was served through the individual campus DFS allocations?	• Principal Survey (Spring 1994) • Program Attendance Records (Ongoing)
4-2. What were the prerequisites for funding any of the *Campus-Based Programs*?	• Grant Administrator Interview (Spring 1994) • Project Facilitator Interviews (Ongoing)
4-3. How effective do principals believe the DFS-funded activities/materials were in reducing or preventing student alcohol and other drug use?	• Principal Survey (Spring 1994)
4-4. How cost-effective were the *Campus-Based Programs*? What was the impact of their supplemental activities and materials funded through the DFSC grant?	• *Campus-Based Programs* Participation Roster Sheets (Ongoing) • *Campus-Based Programs* Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • GENESYS (Summer 1994)

Educational Issue 5

How did the *Peer Assistance and Leadership (PAL)* program contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1. How was the *PAL* program implemented in 1993-94? What services were provided? Who was served?	• Program Records (Ongoing) • *PAL* Consultant Interviews (Ongoing) • *PAL* Six-Weeks Reports (Ongoing) • Attendance Files (Ongoing)
5-2. What were the program's stated objectives?	• Program Records (Ongoing) • *PAL* Consultant Interviews (Ongoing)
5-3. What services were specifically directed toward decreasing and/or preventing alcohol and other drug use in AISD?	• *PAL* Six-Weeks Reports (Ongoing) • *PAL* Consultant Interviews (Ongoing) • Project Facilitator Interviews (Ongoing)
5-4. How successful was the program in meeting its stated objectives?	• *PAL* Consultant Interviews (Ongoing) • GENESYS (Summer 1994) • Campus Administrative Contact Interview (Spring 1994)
5-5. How effective was the program perceived to be by *PALs*, *PALees*, and *PAL* instructors with regard to decreasing and/or preventing alcohol and other drug use in AISD schools?	• *PAL* Student Survey (Spring 1994) • *PALee* Student Survey (Spring 1994) • *PAL/PALee* Sponsor Survey (Spring 1994)
5-6. How cost-effective was the *PAL* program?	• *PAL* Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • GENESYS (Summer 1994) • Substance Use Survey (Spring 1994) • *PAL* Six-Weeks reports (Ongoing) • Attendance Files (Ongoing)
5-7. What is the long-term academic impact of the *PAL* program?	• Archival *PAL* Program Records (Ongoing) • GENESYS (Summer 1994)

Educational Issue 6

How did the *Drug Abuse Resistance Education (DARE)* program contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1.	How was the *DARE* program implemented? What services were provided? Who was served?	• Program Records (Ongoing) • *DARE* Officer Interviews (Ongoing) • Attendance Files (Ongoing)
6-2.	What were the program's stated objectives?	• Program Records (Ongoing) • *DARE* Officer Interviews (Ongoing)
6-3.	What services were specifically directed toward decreasing and/or preventing alcohol and other drug use in AISD?	• Program Records (Ongoing) • *DARE* Officer Interviews (Ongoing)
6-4.	How successful was the program in meeting its stated objectives?	• *DARE* Officer Interview (Spring 1994) • *DARE* Officer Survey (Spring 1994) • GENESYS (Summer 1994)
6-5.	How effective was the program perceived to be by students, teachers, staff, and *DARE* officers with regard to decreasing and/or preventing alcohol and other drug use in AISD schools?	• *DARE* Officer Survey (Spring 1994) • Substance Use Survey (Spring 1994) • ORE Coordinated Survey (Spring 1994)
6-6.	How cost-effective was the *DARE* program?	• *DARE* Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • GENESYS (Summer 1994) • Substance Use Survey (Spring 1994)
6-7.	What is the long-term academic impact of the *DARE* program?	• Archival *DARE* Program Records (Ongoing) • GENESYS (Summer 1994)

Educational Issue 7

How did the *Student Retreat Program* contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

Evaluation Questions 7-1 through 7-7 will be addressed by the Drug-Free Schools evaluation.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1. What is the *Student Retreat Program*? How was it implemented? What services were provided? Who was served?	• Program Records (Ongoing) • *Student Retreat Program* Program Staff Interviews (Ongoing) • Attendance Files (Ongoing)
7-2. What were the program's stated objectives?	• Program Records (Ongoing) • *Student Retreat Program* Program Staff Interviews (Ongoing)
7-3. What services were specifically directed toward decreasing and/or preventing alcohol and other drug use in AISD?	• Program Records (Ongoing) • *Student Retreat Program* Program Staff Interviews (Ongoing) • Project Facilitator Interviews (Ongoing)
7-4. How successful was the program in meeting its stated objectives?	• *Student Retreat Program* Program Manager Interview (Spring 1994) • GENESYS (Summer 1994)
7-5. How effective was the program perceived to be by students, teachers, staff, and *Student Retreat Program* staff with regard to decreasing and/or preventing alcohol and other drug use in AISD schools?	• *Student Retreat Program* Staff Survey (Spring 1994) • Substance Use Survey (Spring 1994) • ORE Coordinated Survey (Spring 1994)
7-6. How cost-effective was the *Student Retreat Program*?	• *Student Retreat Program* Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • GENESYS (Summer 1994) • Substance Use Survey (Spring 1994)

Educational Issue 7 Continued

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-7. What is the long-term impact of the *Student Retreat Program*?	• Archival DFS Program Participation Records (Ongoing) • GENESYS (Summer 1994)

Evaluation Question 7-8 will be addressed by the Chapter 2 evaluation.

7-8. How many times was the crisis intervention team used? On which campuses?	• Crisis Intervention Records (Ongoing)

Educational Issue 8

How did the *PreK–12 Curriculum Supplement* contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
8–1. What was the *PreK–12 Curriculum Supplement* in 1993–94? What services and/or materials were provided? Who was served? How many teachers and/or students were served?	• Program Records (Ongoing) • *PreK–12 Curriculum Supplement* Administrator Interviews (Ongoing) • Attendance Files (Ongoing) • *PRIDE* Clerk Kit Usage Report (Spring 1994) • *PreK–12 Curriculum Supplement* Service Records (Spring 1994)
8–2. What was the intended purpose of the *PreK–12 Curriculum Supplement*?	• Program Records (Ongoing) • *PreK–12 Curriculum Supplement* Administrator Interviews (Ongoing)
8–3. What supplemental services and/or materials were specifically directed toward decreasing and/or preventing alcohol and other drug use in AISD?	• Program Records (Ongoing) • *PreK–12 Curriculum Supplement* Administrator Interviews (Ongoing) • Project Facilitator Interviews (Ongoing)
8–4. How many Prevention and Remediation In Drug Education (PRIDE) kits were checked out?	• *PRIDE* Clerk Kit Usage Report (Spring 1994)
8–5. How successful was the *PreK–12 Curriculum Supplement* in fulfilling its intended purpose(s)?	• *PreK–12 Curriculum Supplement* Administrator Interview (Spring 1994)
8–6. How effective was the supplemental curriculum perceived to be by students, teachers, staff, and the *PreK–12 Curriculum Supplement* program manager with regard to decreasing and/or preventing alcohol and other drug use in AISD schools?	• Substance Use Survey (Spring 1994) • ORE Coordinated Survey (Spring 1994) • *Pre K-12 Curriculum Supplement* Administrator Interview (Spring 1994)

Educational Issue 9

How did *Student Assistance Program (SAP) Training* contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
9-1. How was *SAP Training* implemented in 1993-94? What services were provided? Who was served?	• Program Records (Ongoing) • *SAP Training* Program Manager Interviews (Ongoing) • *SAP Training* Participation File (Ongoing) • Trainee Follow-up Report of Students Served (Ongoing)
9-2. What was the goal of implementing *SAP Training*?	• Program Records (Ongoing) • *SAP Training* Program Manager Interviews (Ongoing)
9-3. How was the *SAP Training* specifically directed toward decreasing and/or preventing alcohol and other drug use in AISD?	• Program Records (Ongoing) • *SAP Training* Program Manager Interviews (Ongoing) • Project Facilitator Interviews (Ongoing)
9-4. How successful was *SAP Training* in accomplishing the goals set forth for it?	• *SAP Training* Program Manager Interview (Spring 1994)
9-5. How effective was the *SAP Training* perceived to be by the trainees with regard to decreasing and/or preventing alcohol and other drug use in AISD schools?	• *SAP Training* Workshop Evaluation Surveys (Ongoing)
9-6. How cost-effective was *SAP Training*?	• *SAP Training* Participation File (Ongoing) • Trainee Follow-up Report of Students Served (Ongoing) • *SAP Training* Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • Substance Use Survey (Spring 1994)

Educational Issue 10

How did *Supplemental Support Services* equipment, supplies, materials, and consulting contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
10-1. What *Supplemental Support Services* were funded through the 1993-94 DFS grant? What supplemental services were provided? How was the money spent? Who was served?	• *Supplemental Support Services* Records (Ongoing) • Grant Administrator Interviews (Ongoing) • AISD Police Program Manager Interviews (Ongoing)
10-2. What was the purpose of the *Supplemental Support Services*?	• *Supplemental Support Services* Records (Ongoing) • Grant Administrator Interview (Spring 1994)
10-3. How successful were the *Supplemental Support Services* in accomplishing the goals set forth for them?	• *Supplemental Support Services* Participant/Contact Survey (Spring 1994)

Educational Issue 11

How did the wellness coordinator contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
11-1. What was the role of the *Wellness Coordinator*, as associated with Drug-Free Schools? What were the responsibilities associated with that position?	• *Wellness Coordinator* Interview (April 1994) • Grant Administrator Interview (April 1994)
11-2. In what activities did the *Wellness Coordinator* engage during the 1993-94 school year? What was accomplished?	• *Wellness Coordinator* Interview (April 1994)

Educational Issue 12

How did the project facilitator contribute to AISD's goal of drug-free schools?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
12-1. What was the role of the *Project Facilitator*, as associated with Drug-Free Schools? What were the responsibilities associated with that position?	• *Project Facilitator* Interview (April 1994) • Grant Administrator Interview (April 1994)
12-2. In what activities did the *Project Facilitator* engage during the 1993-94 school year? What was accomplished?	• *Project Facilitator* Interview (April 1994)

Educational Issue 13

How did the *Private Nonpublic Schools* participate in the 1993–94 DFS grant?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
13–1. What is the *Private Nonpublic Schools* component of the 1993–94 DFS grant? How was it implemented? What services were provided? Who was served?	• Program Records (Ongoing) • *Private Nonpublic Schools* Recipients Survey (Spring 1994) • Participation/Material Use Files (Ongoing)
13–2. What were the stated objectives of the *Private Nonpublic Schools*?	• Program Records (Ongoing) • *Private Nonpublic Schools* Recipients Survey (Spring 1994)
13–3. What services/materials were specifically directed toward decreasing and/or preventing alcohol and other drug use?	• Program Records (Ongoing) • *Private Nonpublic Schools* Recipients Survey (Spring 1994)
13–4. How successful were the *Private Nonpublic Schools* in meeting their stated objectives?	• *Private Nonpublic Schools* Recipients Survey (Spring 1994)
13–5. How effective were the *Private Nonpublic Schools* efforts perceived to be by *Private Nonpublic Schools* students, teachers, and other staff with regard to decreasing and/or preventing alcohol and other drug use in their schools?	• *Private Nonpublic Schools* Teacher, Student, and Other Staff Surveys (Spring 1994)
13–6. How cost–effective were the *Private Nonpublic Schools*?	• Participation/Material Use Files (Ongoing) • *Private Nonpublic Schools* Budget Records (Ongoing) • Grant Administrator Interview (Spring 1994) • Substance Use Survey for *Private Nonpublic Schools* (Spring 1994)

Information Needs

TEA Report 1993-94 School Year

Date Needed: June 1994

The information needs are based upon questions asked in the 1992-93 TEA Report. Needs will be reassessed when requirements for the 1993-94 TEA Report are available, which in the past has been in April of the reporting year.

Information Questions 1 through 7 are needed for both public and private nonprofit schools at the elementary and secondary levels.

INFORMATION QUESTIONS

1. What was the number of:

   - Counseling referrals for illicit drug and/or alcohol use?
   - Students referred for treatment related to illicit drug and/or alcohol use?
   - Disciplinary referrals related to possession or sale of illicit drugs and/or alcohol?
   - Juvenile arrests for offenses related to illicit drugs and/or alcohol?
   - Incidences of school-related gang violence (including verbal abuse, physical abuse, and destruction of property)?
   - Violent acts against students (including verbal abuse, physical abuse, and destruction of property)?
   - Violent acts against teachers/staff (including verbal abuse, physical abuse, and related destruction of property)?

INFORMATION SOURCES

- Counselor Report Form for DFS Accountability (Ongoing)
- Discipline File (Spring 1994)
- AISD Campus Police Report (Spring 1994)

Information Needs Continued

Date Needed: June 1994

Information Questions 1 through 3 are needed for both public and private nonprofit schools at the elementary and secondary levels.

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. What was the number of: • Acts of vandalism against school property? • Expulsions related to illicit drug and/or alcohol use? • Students, by grade level, served by DFS programs during the 1993–94 school year including *K–3, 4–6, 7–9, and 10–12*?	• Program Records (Spring 1994) • Program Attendance Files (Spring 1994) • GENESYS (Summer 1994) • Discipline File (Spring 1994) • AISD Campus Police Report (Spring 1994)
2. How many of the students served by DFS programs during the 1993–94 school year, were: *American Indian or Alaskan Native?* *Asian or Pacific Islander?* *Black, not of Hispanic Origin?* *Hispanic?* *White, not of Hispanic Origin?*	• Program Records (Spring 1994) • Student Master File (Spring 1994)
3. Which of the following populations were targeted by DFS programs during the 1993–94 school year: *Students in general?* *Students at high risk for alcohol/drug use?* *Latchkey children?* *Student athletes?* *Out–of–school youth?* *Parents?* *Teachers and other school staff (not including counselors)?* *Counselors?* *Community groups/organizations?* *Law enforcement agencies?*	• Program Records (Spring 1994) • Project Facilitator Interview (Spring 1994)

Information Needs Continued

Date Needed: June 1994

Information Questions 4 through 6 are needed for both public and private nonprofit schools at the elementary and secondary levels.

INFORMATION QUESTIONS	*INFORMATION SOURCES*
4. How much DFS money (in whole dollars) was spent in each of the following categories: *Teacher/staff training?* *Student instruction?* *Curriculum development or acquisition?* *Student assistance programs (includes counseling, mentoring, and identification and referral)?* *Alternative education programs?* *Parent education/involvement?* *After-school recreation activities?* *Community service projects?* *Services for out-of-school youth?* *Special (one-time) events?* *Administration?*	• Program Records (Spring 1994) • Grant Administrator Interview/Report (Spring 1994)
5. Did use of alcohol, tobacco, and other illicit drugs decline from the 1992-93 school year?	• Substance Use Survey (Spring 1994)
6. Did the following decrease from the 1992-93 school year: The number of expulsions related to alcohol and other drugs? The number of disciplinary referrals related to alcohol and other drugs? The number of crimes against the community (related to alcohol and other drugs)?	• Student Discipline Record (Spring 1994) • Travis County Juvenile Justice Report (Spring 1994)

Information Needs Continued

Date Needed: June 1994

Information Questions 7 and 8 are needed for both public and private nonprofit schools at the elementary and secondary levels.

INFORMATION QUESTIONS	*INFORMATION SOURCES*
7. Did the following decrease from the 1992-93 school year (cont.): The number of counseling referrals to alcohol and other drug use? The amount of vandalism against school property? The number of incidences of school violence?	• AISD Campus Police Report (Spring 1994) • Discipline Report (Spring 1994) • Counselor Report Form for DFS Accountability (Ongoing)
8. Were there increases in the following during the 1993-94 school year: Parental involvement in school-related drug education and prevention activities? Teacher participation in staff development on alcohol and other drug use prevention? Community involvement in drug education and prevention activities from 1992-93?	• Program Records (Spring 1994) • Project Facilitator Interview (Spring 1994)

Information Needs Continued

Date Needed: June 1994

Information Questions 9 and 10 are needed for both public and private nonprofit schools at the elementary and secondary levels.

INFORMATION QUESTIONS	*INFORMATION SOURCES*
9. For the 1993-94 school year, was there evidence of improvement in the following academic areas: Student attendance? Number of tardies? Academic achievement? Dropout rate? Participation in cocurricular and extracurricular activities?	• Attendance Report (Spring 1994) • Attendance File (Spring 1994) • Absence File (Spring 1994) • Achievement Report (Spring 1994) • Dropout Report (Spring 1994) • To be determined (Spring 1994)
10. At what grade levels (each grade, PreK-12, including EC) were the following DFS services clearly and consistently provided: *Teacher/staff training?* *Student instruction?* *Curriculum development or acquisition?* *Student assistance programs (including counseling, mentoring, and identification and referral)?* *Alternative education programs?* *Parent education/involvement?* *After-school recreational activities?* *Community service projects?* *Services for out-of-school youth (dropouts)?* *Special one-time events?* *Community involvement?* *Student surveys?* *Peer helping?* *Law enforcement support programs?* *Youth leadership training?* *Drug Abuse Resistance Education and related educational programs?*	• Program Records (Spring 1994) • Grant Administrator Interview (Spring 1994)

THE NATIONAL SCIENCE FOUNDATION GRANT TO THE SCIENCE ACADEMY: 1993-94

EVALUATION PLAN

Contact Person:
Jeannine Turner

PROGRAM DESCRIPTION

The National Science Foundation (NSF) grant to the Science Academy of Austin was implemented in AISD beginning in 1990-91 under the name "The Austin Science and Mathematics Consortium: A Private Sector Partnership for Tomorrow's World." This year is the fourth and final year of the grant.

The project has two basic goals:

1. To improve teaching skills (grades K-12) with technology tools that are available but underutilized, and

2. To increase student learning and performance in science using holistic, interdisciplinary approaches with opportunities to apply concepts in real world settings.

To address the identified goals, the 1993-94 NSF grant activities are divided into four components.

- **Curriculum Development**: Each year of the grant has a specific focus on the curriculum development component. New curriculum-writing efforts are planned for 1993-94.

  - The Watershed Studies curricula will be developed for high school and piloted at the Science Academy during the 1993-94 grant year.

  - The Science/Technology curricula developed during the 1991-92 grant year will continue to be piloted and modified as necessary at the Science Academy.

  - The Planet Earth curriculum developed during the 1990-91 grant year will continue to be piloted and modified as necessary at the Science Academy.

  - Get to the Point!, a nonpoint source pollution curriculum for middle schools, developed during the 1990-91 grant year, piloted in fall 1991, and disseminated and

Program Description Continued

utilized throughout the 10-county area served by the Lower Colorado River Authority since 1992-93, will continue to be disseminated and modified as necessary.

- **Staff Development**: During the summer, participating teachers attend training workshops.
  - Technology Institute: Teachers at LBJ High School and Winn Elementary School will be trained to integrate technology in their classrooms. Supplemental training and follow-up activities will take place during the school year.
  - River Watch Institute: Participating teachers (K-12) will learn river monitoring techniques and environmental action planning.
- **Student Participation**: Students from the Science Academy will participate in the 1993-94 grant activities.
  - Science Academy students will conduct outreach activities with the students of local elementary schools.
  - Science Academy students will assist in the training of students participating in the Colorado River Watch Network.
- **Private Sector Involvement/Linkages**: Participants from the private sector will be extensively involved in all aspects of the grant.
  - Scientists, technologists, and engineers from the private sector will teach at the summer institutes and participate in follow-up activities.
  - A curriculum advisory team with representatives from local corporations will assist in the development of the new Watershed Studies curricula.

Decision Question 1

Should the Curriculum Development component be continued as is, modified, or discontinued?

Date Needed: November 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. How were the Planet Earth and Science/ Technology curriculum implemented at the Science Academy? How was the curriculum rated by Science Academy teachers?	• Program Records (Ongoing) • Administrator Interview (Fall 1994) • Teacher Survey (Fall 1994)
1-2. How was the nonpoint source pollution curriculum implemented in the participating schools? How was the curriculum rated by the participating teachers?	• Program Records (Ongoing) • Administrator Interview (Fall 1994) • Teacher Survey (Fall 1994)
1-3. What measures were developed to evaluate the following curricula developed by the grant? • Watershed Studies • Planet Earth • Science/Technology • Get to the Point!	• Program Records (Ongoing) • Administrator Interview (Fall 1994)
1-4. Did the curricula developed by the grant increase student interest, motivation, learning, and performance in science and mathematics concepts?	• Teacher Survey (Fall 1994) • Student Survey (Fall 1994)

Decision Question 1

Should the Staff Development component be continued as is, modified, or discontinued?

Date needed: November 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. How many teachers attended the Technology Institute? What were their characteristics (sex, ethnicity, grade taught, level of computer experience)?	• Program Records (Ongoing)
2-2. How did teachers rate the training they received at the Technology Institute? How did attending the Technology Institute affect teachers' level of computer use? How did the teachers implement their training in their classrooms? Were there differences between Becker and other project sites (if any) in their implementation and usage of the technology training?	• Teacher Survey (Summer 1994) • Program Staff Observations (Spring 1944)
2-3. How many teachers attended the River Watch Training Institute? What were their characteristics (sex, ethnicity, grade taught)?	• Program Records (Ongoing)
2-4. How did participating teachers rate the training they received at the River Watch Institute? How actively did the teachers continue their river monitoring activities throughout the year?	• Program Records (Ongoing) • Teacher Survey (Summer 1994) • Monitoring Data Records (Ongoing)

Decision Question 1

Should the Student Participation component be continued as is, modified, or discontinued?

Date Needed: November 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. How many students participated in the River Watch water quality monitoring activities? What were their characteristics (sex, age, grade level)?	• Program Records (Ongoing) • Student Master File (Fall 1994)
3-2. How did their participation in the River Watch Network impact their environmental awareness? How did their participation enhance their science and mathematics motivation and achievement? What other skills did they develop? How did their participation affect their interest in science?	• Teacher Survey (Fall 1994) • Student Survey (Fall 1994) • ITBS/NAPT File (Fall 1994)
3-3. How many Science Academy students participated in the outreach activities with elementary schools? What were their characteristics (sex, age, grade level)? What kinds of activities did they conduct?	• Program Records (Ongoing)
3-4. How many Science Academy students participated in the River Watch student-to-student training activities? In what training activities? In what other River Watch activities did Science Academy students participate?	• Program Records (Ongoing) • Administrator Interview (Fall 1994)

Decision Question 1

Should the Private Sector Involvement/Linkages component be continued as is, modified, or discontinued?

Date needed: November 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1. What linkages were developed among teachers, students, university faculty, and private sector leaders? What was the result (grants, curricula, donations, etc.) of these linkages?	• Program Records (Ongoing) • Administrator Interview (Fall 1994)
4-2. How many private sector participants were there? From which companies and/or organizations? In which aspect(s) of the grant was each involved?	• Program Records (Ongoing) • Administrator Interview (Fall 1994)

TITLE II MATHEMATICS AND SCIENCE TEACHER TRAINING

EVALUATION PLAN

Contact Person:
Jeannine Turner

PROGRAM DESCRIPTION

Elementary and Secondary Education Act (ESEA) Title II is a 12-month project for the improvement of mathematics and science teaching in grades pre-K through 12. Title II-funded projects are designed to serve all elementary and secondary mathematics and science teachers, and their students, in the Austin Independent School District. From July 1, 1993, to June 30, 1994, Title II funds will provide:

- **Staff development workshops** to provide districtwide training for teachers to:
  - Become aware of new instructional and assessment techniques,
  - Use hands-on materials appropriately, and
  - Have ongoing opportunities for self-improvement.
- **Consultants to modify the existing mathematics and science curricula** by integrating higher-order analytical and problem-solving skills.
- **Funds to supplement District efforts to improve mathematics and science instruction** for all students in grades 6-9, with special emphasis on historically underrepresented groups.
- **Funds for teachers to attend professional conventions and conferences** to provide for teacher involvement within their profession and expose teachers to current trends,
- **A mathematics specialist** to conduct staff development workshops for teaching strategies, instructional techniques, and assessment techniques with special emphasis for teachers of grades 6-9.
- **Materials** to accompany training in new methods of instruction,

Program Description Continued

- **Tuition/stipends** for teachers to attend staff development workshops, and
- **An evaluation contractor** to document and report on the effectiveness of project activities and to provide evaluation information required by the State and the District.

For the 1993-94 school year, AISD has received $342,157 in Title II funds (which includes $135,390 rolled forward from 1992-93). The allocations are for a mathematics specialist ($82,261), elementary science ($65,849), middle school science ($21,487), secondary science ($41,729), elementary mathematics ($46,778), middle school mathematics ($42,483), secondary mathematics ($26,455), nonpublic schools ($2,945), evaluation ($6,086), management ($1,750), and indirect costs ($4,337).

The goals for the use of the 1993-94 Title II funds are:

1. To supplement District efforts to improve mathematics and science instruction for all students in grades 6-9, with special emphasis on the historically underrepresented groups.
2. To provide ongoing districtwide training for teachers to become aware of new instructional and assessment techniques, to use hands-on materials appropriately, and to have ongoing opportunities for self-improvement.
3. To modify the existing mathematics and science curricula by integrating higher-order analytical and problem-solving skills.

Coordination and guidance for the project are provided by the AISD instructional coordinators for mathematics and science.

Key Issue 1

Should District efforts to improve mathematics and science instruction in grades 6-9 through the use of Title II funds and in accordance with Improvement Area II and Improvement Area III of the District's 1993-94 improvement plan, continue as is, be modified, or discontinued?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What was done to improve mathematics and science instruction in grades 6-9?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
1-2. How was special emphasis given to historically underrepresented groups?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
1-3. In what ways did the Mathematics Specialist help to improve mathematics instruction in grades 6-9?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
1-4. How did students' achievement (grades 6-9) on the NAPT mathematics and science subscales compare to their previous year's scores?	• Norm-referenced Assessment Program for Texas (NAPT) File (May 1994)
1-5. How did historically underrepresented students' achievement (grades 6-9) on the NAPT mathematics and science subscales compare to their previous year's scores?	• NAPT File (May 1994)

Key Issue 2

Should Title II-funded staff training, in accordance with Improvement Area II of the District's 1993-94 improvement plan, continue as is, be modified, or discontinued?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. What new instructional techniques were demonstrated to mathematics and science teachers?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
2-2. What new assessment techniques were demonstrated to mathematics and science teachers?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
2-3. What new hands-on materials were demonstrated to mathematics and science teachers?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)

Key Issue 3

Should District efforts to modify mathematics and science curricula by integrating higher-order analytical and problem-solving skills continue as is, be modified, or discontinued?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. How were mathematics and science curricula altered to incorporate higher-order analytical and problem-solving skills?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
3-2. What was the role of consultants in modifying mathematics and science curricula to incorporate higher-order analytical and problem-solving skills?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
3-3. How were teachers introduced to the curricula changes?	• Administrator Interviews (Spring 1994)
3-4. For which grades and in what subject areas were the curricula changed?	• Administrator Interviews (Spring 1994)

Information Needs

TEA Report 1993-94

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. What was the number of participants served with Title II funds? How many of the participants were: • Teachers • Administrators and Supervisors • Other Staff?	• Project Records (Ongoing) • Workshop Sign-in Sheets (Ongoing) • Employee Master File (May 1994)
2. What was the gender and ethnicity of program participants?	• Project Records (Ongoing) • Workshop Sign-In Sheets (Ongoing) • Employee Master File (May 1994)
3. What was the number of elementary, middle school/junior high, and high school teachers who participated in Title II-funded projects?	• Project Records (Ongoing) • Workshop Sign-In Sheets (Ongoing) • Employee Master File (May 1994)
4. How many participants became certified subject area specialists because of Title II-funded training? What type of certification did they receive?	• Administrator Interviews (Spring 1994)

Information Needs Continued

	INFORMATION QUESTIONS	*INFORMATION SOURCES*
5.	How many teachers received "individual grants" to fund projects designed to improve their teaching ability and/or improve mathematics and science instruction materials. What was the total amount of money devoted to this purpose?	• Project Records (Ongoing)
6.	How many teachers participated in projects to meet special needs of underrepresented groups?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
7.	How many racial/ethnic minority teachers were recruited through the activities supported by Title II programs?	• Administrator Interviews (Spring 1994)
8.	How many students were directly affected as a result of the Title II-funded programs?	• Employee Master File (May 1994) • Student Master File (May 1994)
9.	How many public elementary, middle, and high school campuses participated in Title II programs?	• Project Records (Ongoing)
10.	How many campuses received computer equipment or telecommunications equipment purchased with Title II funds?	• Project Records (Ongoing)

Information Needs Continued

INFORMATION QUESTIONS	*INFORMATION SOURCES*
11. What was the primary purpose of Title II-funded projects? What was the total amount of money devoted to that one purpose?	• Project Records (Ongoing)
12. Were any Title II-funded projects specifically designed to improve access to and participation in mathematics and science programs for any of the following underrepresented groups? • Female students? • Racial/ethnic minority students? • Students with limited English proficiency? • Economically disadvantaged students? • Handicapped students? • Migrant students? • Gifted and talented students from the above groups?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
13. What public and/or private sector groups did Title II-funded projects collaborate?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
14. What subject area (mathematics, science, or both) was primarily offered with Title II projects?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)
15. What was the duration of most Title II projects?	• Administrator Interviews (Spring 1994) • Project Records (Ongoing)

TITLE VII BILINGUAL EDUCATION TRANSITION PROGRAM

EVALUATION PLAN

Contact Person:
Rosa Maria Gonzalez

PROGRAM DESCRIPTION

In 1990-91, AISD received a three-year Title VII grant to serve a population of limited English-proficient high school students called "newcomers." In addition to being limited English proficient, these students have recently arrived in the United States. For the purpose of the program, a newcomer is defined as a student who has been in the U.S. for one year or less. The students typically have limited or interrupted schooling in their home countries and a wide range of literacy skills. Increasing numbers of immigrants continue enrolling at three high school campuses, Austin, Lanier and Reagan.

The Title VII Program was funded for its second year during the summer of 1991, and for its third year in the summer of 1992. Some Title VII programs were given the opportunity to submit proposals requesting funding for a fourth year of implementation. In the fall 1992 semester, AISD submitted its proposal, and the request for a fourth year of operation was granted by U.S. Department of Education the latter part of the spring 1993 semester. The Title VII Program will continue with its established format as in previous years, with the added emphasis that includes following up former newcomers.

The goal of the Title VII Program is to improve the English proficiency and the achievement skills of the target students. The program is designed to provide a sheltered environment for its participants. Class size is kept relatively small, and the students receive three hours of intensive English instruction daily which includes listening, speaking, reading, writing, grammar, and vocabulary development. In addition, students may enroll in a variety of subject areas to complete their schedules. A teacher and teacher assistant are assigned to each of the three campuses. The intent of the program is for students to attend regular English as a Second Language (ESL) classes at the end of one year. Approximately 100 students will be served by the program during its fourth year of operation.

Key Issue 1

Should the Title VII Newcomers Program be continued as it is, modified, or discontinued?

EVALUATION QUESTIONS	INFORMATION SOURCES
1-1. What were the characteristics of the Title VII newcomers in terms of: • Number of students served? • Length of time in the U.S.? • Countries of origin? • Urban or rural setting? • Amount of schooling in home country? • Percent of students overage for grade? How did the Title VII newcomers served in 1993-94 compare to the students served in previous years?	• Program Records (Ongoing) • Student Intake Forms (Fall 1993, Spring 1994)
1-2. What selection criteria were used to identify program participants? Was the student background information assessed and disseminated to program teachers and content area teachers? How did the selection criteria compare to previous years' criteria?	• Program Coordinator Interview (May 1994) • Teacher and Teacher Assistant Interviews (May 1994)
1-3. To what extent were the following program objectives accomplished? • Computer-aided instruction utilized? • Cooperative learning activities utilized? • Activities for orientation to life in the U.S.? • In-service training for the content area teachers? • Specific activities to increase parental involvement?	• Program Coordinator Intertview (May 1994) • Teacher and Teacher Assistant Interviews (May 1994) • Program Records (Ongoing) • Staff Surveys (April 1994)

Key Issue 1 Continued

EVALUATION QUESTIONS	INFORMATION SOURCES
1-4. How much did the Title VII newcomers improve their acquisition of English as a result of the program?	• English Language Assessment Battery (LAB) (Fall 1993, Spring 1994) • Student Survey (April 1994)
1-5. Did the Title VII newcomers improve their academic achievement as a result of the program? • How did their TAAS and NAPT scores compare to those of a comparison group? • How did they compare on other measures of school success such as attendance, GPA, credits earned, and dropout rate?	• ORE GENeric Evaluation SYStem (GENESYS) (Summer 1994)
1-6. What did the Title VII newcomers think of the program? Did they feel welcome in their schools? Did the program foster confidence about staying in school?	• Student Survey (January and April 1994)
1-7. What additional services were provided to former newcomers exiting the program? • What is the academic and graduation status of former students? • To what extent have at-risk programs in the schools been utilized to keep former newcomers in school? • To what extent are former newcomers participating in extracurricular activities?	• Program Records (Ongoing) • GENESYS (Summer 1994) • Former Student Survey (January and February 1994) • Graduating Student Exit Interviews (May 1994) • Program Coordinator Interview (May 1994) • Teacher and Teacher Assistant Interviews (May 1994)

Key Issue 1 Continued

EVALUATION QUESTIONS	INFORMATION SOURCES
1-8. What concerns and strengths about the implementation of the program were identified by: • Program administrators? • Program teachers? • Program teacher assistants? • Program LPAC chairpersons?	• Teacher and Teacher Assistant Interviews (May 1994) • Staff Survey (April 1994) • Program Coordinator Interview (May 1994)
1-9. How many parents attended the parent meetings sponsored by the program? What was their opinion of the meetings?	• Attendance Records (Ongoing) • Evaluation Forms (Ongoing)
1-10. What was the impact of the teacher assistant in the Title VII newcomers classroom? • Was their role clearly defined? • How were teacher assistants utilized? • Did the teacher and teacher assistant at each campus exhibit a "team approach" to instruction and other matters concerning newcomers?	• Staff Survey (April 1994) • Program Records (Ongoing) • Student Survey (January and April 1994) • Teacher and Teacher Assistant Interviews (May 1994)
1-11. To what extent was the teacher assistant allowed to provide follow-up services to former newcomers? • Was the role of the teacher assistant clarified to facilitate the follow-up of former students? • Were the additional tasks for the teacher disseminated among the appropriate school personnel? • What linkages was the teacher assistant able to establish between former newcomers and the at-risk programs?	• Program Coordinator Interview (May 1994) • Teacher and Teacher Assistant Interviews (May 1994) • Program Records (Ongoing) • Staff Survey (April 1994) • Minutes from Staff Meetings (Fall 1993, Spring 1994)

Key Issue 1 Continued

EVALUATION QUESTIONS	INFORMATION SOURCES
1-12. How many teachers and teacher assistants attended the training workshops sponsored by the program? What was their opinion of the workshops?	• Evaluation Forms
1-13. To what extent did the teachers and teacher assistants use program funds available to attend college? What courses did they take?	• Attendance Records • Evaluation Forms
1-14. To what extent did the program teachers model: • Commitment to students? • Cultural sensitivity? • Ability to motivate others? • Ability to work well with the teacher assistant? • Innovative use of materials and equipment? • Ability to find utilize school and community resources?	• Program Records (Ongoing) • Staff Survey (April 1994) • Teacher and Teacher Assistant Interviews (May 1994) • Program Coordinator Interview (May 1994)
1-15. What was the 1993-94 budget for the Title VII Newcomers Program? • What did the funds provide? • What was the cost per student and per student contact hour?	• Program Budget (Fall 1993) • Program Records (Ongoing)
1-16. What was the cost of local support for the program?	• Program Records (Ongoing)

Key Issue 1 Continued

EVALUATION QUESTIONS	INFORMATION SOURCES
1-17. How effective was the in-school group counseling provided for program students in addressing issues of cultural adjustment?	• Teacher and Teacher Assistant Interviews (May 1994) • Program Coordinator Interview (May 1994) • Student Survey (January and April 1994) • Student Evaluations (Ongoing)
1-18. Was there any uniformity in the program's management and curriculum on the three campuses? • Was there good communication among the campuses to share ideas and solve problems? • Is there a system for documenting time spent on different classroom activities?	• Teacher and Teacher Assistant Interviews (May 1994) • Program Coordinator Interview (May 1994) • Program Records (Ongoing)
1-19. How was the testing of students and essential paperwork managed? • Was all LAB pre- and posttesting completed in a consistent and timely manner? • What alternative testing methods were utilized for the assessment of language acquisition? • Was all paperwork related to participants completed and submitted for computer entry in a consistent and timely manner? • Was there an efficient system for receiving and interpreting credits from other countries for program students?	• Teacher and Teacher Assistant Interviews (May 1994) • Program Coordinator Interview (May 1994) • Program Records (Ongoing)

78702 RAYS DROPOUT RECOVERY PROGRAM

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

On October 11, 1993, the Board of Trustees approved a contract with Middle Earth Unlimited, Inc. to serve eligible AISD recovered dropouts during the 1993-94 school year. Middle Earth, along with AISD, the City of Austin, Communities in Schools, Austin Community College, Austin/Travis County Youth Services, Inc., Southwest Correctional Arts Network (SCAN), Texas Youth Commission (TYC), and the Central East Austin Community Organization (CEACO), is a partner in the Reaching All Youth Services (RAYS) Collaboration. The RAYS Collaboration targets children and youth aged 0-16 and up to 21 for General Educational Development (GED) services. The geographic target area is east Austin with priority given to the Alternative Learning Center (ALC) students and their families, as well as children, youth, and families residing in zip code geographical area 78702 and peripheral communities, and youth and families from the greater Austin community as appropriate. Reportedly, 80% of the residents in the 78702 zip code area who are older than 25 years of age have neither a high school diploma nor a GED.

RAYS has been housed in two portable classrooms on the ALC campus. The RAYS Collaboration is seeking to expand its services by offering a competency-based curriculum leading to a high school diploma during the 1993-94 school year. The program will be scheduled as an evening program on the ALC campus, operating in an additional two portables, and will serve up to 50 students. The purpose of the program is to provide an alternative for dropout recovery with the 78702 zip code geographical area as the primary target area.

Eligibility for service is based on age, residence, and dropout status. Middle Earth will serve "only those students who...are considered dropouts under our District's dropout identification criteria." The contract specifies that Middle Earth will "provide appropriate instruction [to students] to assure the mastery of essential elements...and/or provide GED instruction, including pretesting and posttesting at a GED accredited testing center." Instruction is to be

Program Description Continued

provided by certified staff who have at least a baccalaureate degree from an accredited college or university. Middle Earth is also to provide Texas Assessment of Academic Skills (TAAS) tutorial support. Program students are to participate in state-mandated testing (as required in TEC 21.551) and activities in AISD's Area 2. Middle Earth will use State-adopted textbooks supplied by AISD. With this program, the District hopes to reduce the AISD dropout rate and to provide another option for serving at-risk students in a very high need area. Through RAYS, the District could re-enroll these students in a diploma or GED preparation program. The District will award a diploma from the Evening High School to students upon successful completion of high school graduation requirements and allow those students to participate in graduation ceremonies at the Evening High School. The cost of the diplomas--estimated at $1.10 per diploma--is to be borne by Middle Earth.

The District agreed to pay to Middle Earth each semester that portion of the State share of the Foundation School Program that is netted by the average daily attendance (ADA) of AISD students who attend the ALC under this contract minus the AISD processing fee, which is equal to the indirect cost rate established by the Texas Education Agency (TEA) for those funds--2.303% for 1993-94. The Net State Share is defined as the total State payment of ADA-based funds to AISD less the local fund assignment of AISD and all other deductions from state funds received by the District, so that the total amount paid to Middle Earth will not exceed the net amount of state funds received by the District reduced by the processing fee. The actual amount to be received by AISD, after local fund assignment and other deductions, is approximately $900 per student in ADA. Therefore, the cost of the program is estimated as $45,000 (projected-state funds for 50 students generated by the RAYS Collaboration's ADA).

Middle Earth is to receive a payment of 33% of the estimated funds due for the year at the end of the first and second semesters. This estimate will be based on the ADA generated by the end of each semester. A final payment of the balance due will be made at the end of the Middle Earth summer program.

Decision Question 1

Should the District continue to contract with Middle Earth Unlimited, Inc. and/or other community-based organizations for alternative education programs for District dropouts?

Date Needed: August 1994

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	How were students identified as eligible for service?	• Administrator Interview (February 1994) • Program Records (February 1994)
1-2.	How many students were contacted about participating in the program?	• Program Records (February 1994)
1-3.	How many students were served during each semester of 1993-94?	• Program Records (May, August 1994)
1-4.	What was the attendance rate each semester for program students?	• Program Records (May, August 1994)
1-5.	How many program students were awarded an AISD diploma from the Evening High School?	• District Records (May, August 1994) • Graduation File (August 1994)
1-6.	How many students completed the requirements for a GED?	• Program Records (May, August 1994)
1-7.	What grades did participating students receive?	• Program Records (May, August 1994)
1-8.	On the average, how many course credits did participating students earn?	• Program Records (May, August 1994)
1-9.	How did program students perform on the Texas Assessment of Academic Skills (TAAS)? On the Norm-referenced Assessment Program for Texas (NAPT)?	• TAAS File (May 1994) • NAPT File (May 1994)
1-10.	What did the program cost overall and per dropout recovered?	• Program Budget (June, August 1994) • Program Records (May, August 1994)

AMERICAN INSTITUTE FOR LEARNING (AIL) DROPOUT RECOVERY PROGRAM

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

On August 9, 1993, the Board of Trustees approved a contract with the American Institute for Learning (AIL) to serve eligible AISD recovered dropouts during the 1993-94 school year. Eligibility for service is based on age, residence, and dropout status. The contract specifies that AIL will "provide appropriate instruction [to students] to assure the mastery of essential elements...and/or [assure that students] complete the requirement for a GED...." Instruction is to be provided by certified staff who have at least a baccalaureate degree from an accredited college or university. AIL is also to provide Texas Assessment of Academic Skills (TAAS) tutorial support. Program students are to participate in state-mandated testing (as required in TEC 21.551) and activities in AISD's Area 4. AIL has three four-hour blocks of instruction--8:00 a.m.-12:00 noon, 1:00 p.m.-5:00 p.m., and 5:00 p.m.-9:00 p.m. AIL will use State-adopted textbooks supplied by AISD.

With this program, the District hopes to reduce the AISD dropout rate and to provide another option for serving at-risk students at the high school level. AIL is projected to serve an estimated 200+ AISD dropouts. Through AIL, the District could re-enroll these students in a diploma or GED preparation program. The District will award a diploma from the Evening High School to students upon successful completion of high school graduation requirements and allow those students to participate in graduation ceremonies at the Evening High School. The cost of the diplomas--estimated at $1.10 per diploma--is to be borne by AIL.

The District agreed to pay to AIL each semester that portion of the State share of the Foundation School Program that is netted by the average daily attendance (ADA) of AISD students who

Program Description Continued

attend AIL minus the AISD processing fee, which is equal to the indirect cost rate established by the Texas Education Agency (TEA) for those funds--2.303% for 1993-94. The Net State Share is defined as the total State payment of ADA-based funds to AISD less the local fund assignment of AISD and all other deductions from State funds received by the District, so that the total amount paid to AIL will not exceed the net amount of State funds received by the District reduced by the processing fee. The actual amount to be received by AISD, after local fund assignment and other deductions, is approximately $900 per student in ADA. Therefore, the cost of the program is estimated as $180,000 (projected state funds for 200 students generated by AIL's ADA).

In addition to this cost, AISD agreed to provide transportation to eligible students to the alternative education program and to the site where students will participate in state-required testing. The cost for providing transportation for 200 students utilizing Capital Metro bus passes is estimated at $6,000 ($5.00 per student per month for six months). AISD will also provide text-books and teacher editions according to State code.

AIL is to receive a payment of 33% of the estimated funds due for the year at the end of the first and second semesters. This estimate will be based on the ADA generated by the end of each semester. A final payment of the balance due will be made at the end of the AIL summer program.

Decision Question 1

Should the District continue to contract with the American Institute for Learning and/or other community-based organizations for alternative education programs for District dropouts?

Date Needed: August 1994

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	How were students identified as eligible for service?	• Administrator Interview (February 1994) • Program Records (February 1994)
1-2.	How many students were contacted about participating in the program?	• Program Records (February 1994)
1-3.	How many students were served during each semester of 1993-94?	• Program Records (May, August 1994)
1-4.	What was the attendance rate each semester for program students?	• Program Records (May, August 1994)
1-5.	How many program students were awarded an AISD diploma from the Evening High School?	• District Records (May, August 1994) • Graduation File (August 1994)
1-6.	How many students completed the requirements for a GED?	• Program Records (May, August 1994)
1-7.	What grades did participating students receive?	• Program Records (May, August 1994)
1-8.	On the average, how many course credits did participating students earn?	• Program Records (May, August 1994)
1-9.	How did program students perform on the Texas Assessment of Academic Skills? On the Norm-referenced Assessment Program for Texas (NAPT)?	• TAAS File (May 1994) • NAPT File (May 1994)
1-10.	What did the program cost overall and per dropout recovered?	• Program Budget (June, August 1994) • Program Records (May, August 1994)

DISTRIBUTIVE INFORMATION SYSTEMS FOR CAMPUSES (DISC)

MANAGEMENT PLAN

Contact Person:
David Wilkinson

MANAGEMENT CONTEXT

In a site-based decision making context--required in Texas schools by House Bill 2885 (TEC §21.931) since September 1, 1992--the principal and campus leadership team (CLT) need timely and comprehensive campus-level information for decision making, goal setting, planning, budgeting, staffing, instructional delivery, assessment, and resource allocation. Campus staff need the capability to access pertinent data, to manage and analyze them, and to create desired reports, independent of central processing facilities. At the same time, for system-level management and reporting, the District needs to maintain the quality and integrity of District data and the efficient centralized data processing of major applications.

Begun in 1991-92, Distributive Information Systems for Campuses (DISC) is a project to increase the data access and information-generating capabilities of campuses by decentralizing data manipulation functions, while maintaining centralized data processing of major applications. The primary goal of DISC is to "distribute" access and analysis capabilities to campuses so that they may use more fully the extensive information available on the main-frame computer. Distributive information systems means that campuses create desired reports more quickly, customize them to meet their own needs, and need not rely so much on central processing facilities. In effect, DISC is about "moving data to the campuses."

Moving data to the campuses means providing campuses with data resident on the mainframe computer in a form which they can manipulate. In the broadest sense, this effort requires the identification of appropriate training for staff, hardware, software, and support personnel. Because most campuses do not yet have the technical capability or the training to create their own reports, Phase 1 of the project, implemented during the 1991-92 school year, concentrated on more immediate objectives,

Management Context Continued

including identifying software campuses could use, furnishing simple applications to campuses (e.g., student/parent addresses for directories/ mailings), and already-formatted data files for schools to manipulate.

As a transitional stage to campuses creating their own custom reports, a second goal of DISC, accomplished in Phase 1, was to redesign school and District profiles by consolidating a number of current reports into a single, comprehensive report and, in the process, to create a permanent, on-line data file which would be the basis for all future profiles. (In the future, schools will be able to query downloaded portions of this file.) By the end of August 1992, a "Megafile" of school and District information was created, two school profiles were generated (at the end of February 1992 and at the end of July 1992), and an individual student profile was created with an on-line request function. These and other Phase 1 outcomes are described in *Distributive Information Systems for Campuses (DISC): 1991-92 Final Report* (ORE Publication No. 91.24).

Phase 2 of the DISC project, which began in 1992-93, furthered the goals of the project by producing District and area profiles, refining profile reporting, creating a two-page "executive summary" of school profile information, creating a user-driven survey process, creating school achievement graphs for presentations, and promoting campus use of database and other commercial software (e.g., Works, WordPerfect, Lotus 1-2-3, and Fox).

Some Phase 2 objectives were not accomplished fully in 1992-93 and remain for 1993-94 to:

- Provide data sets to campuses through electronic data interchange (EDI),
- Identify and promote campus use of database and other commercial software,
- Identify and plan for campuses' training and support needs, and
- Coordinate and integrate DISC activities with the continued development of AISD's Information Systems Architecture (ISA).

Management Context Continued

In 1993-94, because of other priority commitments, ORE relinquishes the leadership role in furthering these more developmental goals of the project to the Department of Management Information (DMI). With assistance from Data Services, ORE will superintend the refinement and production of profile reports and the District's annual performance report (APR). ORE will continue to focus on the information needs of campuses through its area liaisons and will work cooperatively with DMI to provide advice and assistance as necessary.

Key Issue 1

What data do campuses and the District need to support their operations and improvement?

Date Needed: June 1994

MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-1. What official statistics about the schools and the District have to be reported? According to what mandate?	• Review of State Law and Regulations (Spring 1994) • Review of School Board Policies (Spring 1994)
1-2. What statistics about students, the schools, and the District are currently reported? How often? In what format?	• Review of Profiles (Spring 1994) • Review of Academic Excellence Indicator System (AEIS) (Spring 1994)
1-3. What statistics does the District need for system-level planning and improvement purposes?	• Information Services Committee (ISC) Review (Spring 1994)
1-4. What other statistics do school and central staff need for campus planning and improvement purposes? How often? In what format?	• Profile User Comments (Ongoing) • Administrator Survey (March 1994) • Evaluation Advisory Committee (EAC) Review (Spring 1994)
1-5. How can the individual, school, area, and District profiles be improved?	• Profile User Comments (Ongoing) • EAC Review (Spring 1994)
1-6. How should "Megafile" be structured to facilitate campus access to mainframe information?	• ORE/Data Services Review (Spring 1994) • Campus Advisory Group Review (Spring 1994)

DROPOUT/ AT-RISK STATISTICS

MANAGEMENT PLAN

Contact Person:
Mario Sanchez, Ph.D.

MANAGEMENT CONTEXT

ORE's annual dropout report contains detailed information concerning dropout rates in AISD. Annual and longitudinal rates are reported for various cohorts of students, and for the 9-12 and 7-8 grade ranges. For the first time this year there will be an addition to this report: the data collected from those identified as being at risk will be correlated with subsequent dropouts. The report will also include a projection of expected dropouts for the following year.

Educational Issue 1

Which descriptions and statistics will help the District design and implement dropout prevention and/or recovery programs?

Date Needed: January 1994

MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-1. How is the dropout rate changing?	• Dropout File (December/January 1993-94)
1-2. What has been the history of increases/decreases in annual dropout rates since 1985-86: a) By ethnicity? b) By grade? c) By sex?	• Dropout File (December/January 1993-94)
1-3. What was the annual dropout rate at grades 7-8 and 9-12: a) By ethnicity? b) By grade? c) By sex? d) By school?	• Dropout File (December/January 1993-94)
1-4. Is AISD's dropout rate better or worse than other districts' rates?	• Dropout File (December/January 1993-94) • State Dropout Report (December/January 1993-94)
1-5. Which schools are effective in lowering their dropout rates?	• Dropout File (December/January 1993-94)
1-6. What are the longitudinal dropout rates by ethnicity and by sex, for students who were first-time ninth graders in: a) 1986-87? b) 1987-88? c) 1988-89? d) 1989-90? e) 1990-91? f) 1991-92? g) 1992-93? h) Fall 1993?	• Dropout File (December/January 1993-94)

Educational Issue 1 Continued

MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-7. What are the longitudinal dropout rates, by ethnicity and by sex, for students who were first-time seventh graders in: a) 1986-87? b) 1987-88? c) 1988-89? d) 1989-90? e) 1990-91? f) 1991-92? g) 1992-93? h) Fall 1993?	• Dropout File • Special Education Monitoring System (SEMS) File • Dropout File • Language File • SEMS File
1-8. What is the dropout rate for: a) LEP students? b) Special education students? c) Students from low-income families?	• Dropout File • Language File • SEMS File
1-9. What percentage of dropouts are: a) LEP students? b) Special education students? c) Students from low-income families?	• Dropout File • Student Master File
1-10. Which traits (characteristics) more accurately describe those who eventually drop out?	• At-Risk File
1-11. What percent of students are identified as at-risk? a) By ethnicity? b) By grade? c) By sex? d) By school?	• At-Risk File
1-12. How many at-risk students are projected to drop out: a) By ethnicity? b) By grade? c) By sex? d) By school?	

93.07

EXTENDED SCHOOL TIME

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

In December 1993, the Superintendent and the Management Team reviewed a proposed allocation of local resources in ORE and requested that some evaluation resources be devoted to several proposed projects not assigned to any ORE staff, including an examination of the year-round education (YRE) concept currently implemented on one AISD campus, Sanchez Elementary School. (Ortega Elementary School is planning a program along similar lines to be implemented beginning in August 1994.) Adjustments in full-time equivalent (FTE) staff allocations were made to assign .25 FTE staff to this evaluation.

Beginning in the 1991-92 school year, Sanchez Elementary School began implementing YRE on a schoolwide basis. The calendar provides the same number of school days as other AISD schools have, but the educational program is structured into 60-day blocks with 20-day "intersessions" between them. This sequence repeats three times each year, thus providing the usual 180 days of school. During the intersessions, teachers and students may voluntarily return to school for additional instruction and special activities. At-risk students are a particular target group for supplemental instruction. The Aztec Academy was set up during the intersessions to help students with mathematics. Summer camp activities, e.g., focusing on nature and ecology, are also available to students during intersessions.

This evaluation is not per se an evaluation of the program at Sanchez, but rather, an examination of the central concept of extending school (i.e., instructional) time, whether by amending the traditional school calendar (sometimes called the "agrarian" calendar), or by extending the school day or school year. Arguments for extending instructional time are predicated on the notion that more time devoted to learning will yield higher achievement. The Sanchez program extends instructional time by means of the intersessions.

Program Description Continued

Other benefits claimed for YRE are that it:

- *Reduces overcrowding* by permitting the education of more students in the same amount of space;
- *Saves money* by making better use of existing space, thereby reducing the number of new schools which need to be built (a consideration for future bond programs);
- *May increase student learning* by distributing intensive learning periods and shorter vacation periods throughout the year, thereby saving review time and lessening regression (loss of skills) over the summer;
- *May prevent teacher and student "burnout"* by giving pupils and teachers more frequent vacations and allowing them to return to school refreshed and with renewed energy;
- *Offers extended-year employment for school staff* who work extra days for extra pay;
- *Offers families off-season vacation possibilities*;
- *Makes the school available to the community throughout the year*; and
- *May result in decreased vandalism, discipline referrals, and absenteeism.*

Challenges for YRE include:

- Pupils transferring during the year to a 9-month school;
- Program continuity for pullout programs (e.g., band and orchestra);
- Parents having to plan activities (e.g., child care, summer camp, and recreation) within a society geared for 9-month schools;
- Family planning when some family members attend 9-month schools;
- Pupils possibly not being on vacation at the same time as their friends;
- Scheduling for university courses (e.g., for staff continuing their educations); and
- Communicating with the community.

Because only a quarter-time person can be dedicated to this evaluation, the evaluation outlined below is primarily descriptive. A comprehensive study, or series of studies, would

Program Description Continued

be required to provide a definitive answer to the question of whether a year-round school program or any modification of the customary September-to-May school calendar which provides more instructional time is "better" than the traditional program. Some outcome information will be provided through ORE's generic evaluation system (GENESYS), but inferences which may be drawn from this information will be limited.

Decision Question 1	Should District schools continue to be offered the opportunity to change from the traditional school calendar to year-round education (YRE)?

Date Needed: July 1994

EVALUATION QUESTIONS	INFORMATION SOURCES
1-1. What does the research literature indicate about the effective use of extended school time?	• Literature Review (Spring 1994)
1-2. What activities took place during the intersessions during 1993-94?	• Program Records (Spring 1994)
1-3. Which staff provided supplemental instruction?	• Program Records (Spring 1994)
1-4. How many students participated in intersession activities at Sanchez during the 1993-94 school year?	• Program Records (Spring 1994)
1-5. How did the students attending intersession activities at Sanchez during 1993-94 compare to the students not attending them, in terms of: • Achievement? • Attendance? • Discipline rates? • Retention rates?	• **GEN**eric **E**valuation **SY**Stem (GENESYS) (Summer 1994)
1-6. What are the costs of extending school time in relation to instructional gains?	• Program Budget (Spring 1994) • Program Records (Spring 1994) • GENESYS (Summer 1994)

GENERIC EVALUATION SYSTEM (GENESYS)

MANAGEMENT PLAN

Contact Persons:
Mario Sanchez, Ph.D.
David Wilkinson

MANAGEMENT CONTEXT

GENESYS is a GENeric Evaluation SYStem.

GENESYS is a method of streamlining data collection and evaluation through use of computer technology. From its first year in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of diverse programs with limited resources. By standardizing methods and information provided to persons requesting data, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible.

GENESYS gathers and reports the following standard information on specified groups of students:

- Student characteristics,
- Achievement,
- Attendance,
- Discipline,
- Grades/credits,
- Dropout status,
- Retention status, and
- At-risk status.

GENESYS can be run for any group identifiable through a computer file. Since 1988-89, the first year in which it was run, GENESYS has included a wide variety of elementary, secondary, and K-12 programs. The programs likely to be included in 1993-94 are listed at the end of this plan. Additional groups will probably be identified during the course of the year for which information will be required.

Given a file of those students involved in a program, group, or innovation, GENESYS provides outcome information for the following variables:

Group Characteristics: Number served by grade, ethnicity, sex, low income, limited-English-proficient, overage for grade, at-risk, special education, and gifted/talented;

Management Context Continued

Achievement Results by Grade: Performance on the ITBS, TAP, TAAS, and the Report on Program Effectiveness (ROPE) regression trend information;

Attendance, Discipline, Grades/Credits: Four semesters;

Dropouts and Retainees: Counts as of the end of the fifth six weeks for dropouts and potential retainees as of the end of May.

For each group, four standard listings are produced:

The GENESYS *Program Summary* summarizes information on the group's overall performance on all variables.

The *Executive Summary* summarizes findings in narrative form and compares the group's data to appropriate districtwide groups.

GENESYS *Data by Student* provides a listing of this information by individual student (as applicable) for review and reference.

The *Program Description*, supplied by program or evaluation staff, gives information on the program's characteristics.

Three optional printouts can be requested by the user:

Cross-Program Comparison Charts provide a summary of statistics across multiple programs designated by the user;

Two-Way Crosstabulation Tables provide a greater level of detail about selected variables than that provided in the evaluation summary.

Individual ROPE Residuals provide detailed ROPE scores for individual students.

Information sources for all of the following questions are the computer files accessed by GENESYS.

Educational Issue 1

What do outcome data from AISD computer files indicate about the status of students in special programs or other identifiable groups?

Date Needed: June 1994

MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-1. What were the demographic characteristics (number served, ethnicity, sex, etc.) of the students in the special programs or identified groups?	• Computer Files
1-2. What were the attendance rates for students in the special program or identified groups?	• Computer Files
1-3. How many discipline incidents occurred among students in the special programs or identified groups?	• Computer Files
1-4. What were the grade point averages (GPA's) earned by the students in the special programs or identified groups?	• Computer Files
1-5. How many course credits were earned by the students in the special programs or identified groups?	• Computer Files
1-6. How many F's and NG's (no grades) were received by the students in the special programs or identified groups?	• Computer Files
1-7. What were the dropout rates for students in the special programs or identified groups?	• Computer Files

Educational Issue 1 Continued

	MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-8.	How many students in the special programs or identified groups were retained?	• Computer Files
1-9.	What were the achievement levels of the students in the special programs or identified groups?	• Computer Files
1-10.	What was the at-risk rate for students in special programs or identified groups?	• Computer Files
1-11.	What was the graduation rate for students in special programs or identified groups?	• Computer Files

GENESYS GROUPS

A generic evaluation is projected for each of the following programs or groups at the conclusion of the 1993-94 school year. Additional programs may be identified during the course of the year.

A. AIM High, 1993-94
AISD Elementary School Students, 1993-94
AISD Junior High Students, 1993-94
AISD Senior High Students, 1993-94
AISD Students in Grade 9, 1993-94
(AISD) Students Served by At-Risk Counselors, Fall 1993
(AISD) Students Served by At-Risk Counselors, Spring 1994
(AISD) Students Served by At-Risk Counselors, 1993-94
(AISD) Students Trained in Conflict Resolution, 1993-94
Alternative Learning Center (ALC), Grades 7-8, 1993-94
Alternative Learning Center (ALC), Grades 9-12, 1993-94
Austin Youth River Watch Program, 1993-94 Trainees

B. Believe in Me, 1993-94
Block Program at LBJ, 1993-94
Block Program at Lanier, 1993-94
Block Program at Reagan, 1993-94
Block Program at Travis, 1993-94
Business School Partnership (LBJ), 1993-94

C. Campus-Based DFS Programs - Elementary, 1993-94
Campus-Based DFS Programs - Middle/Junior High, 1993-94
Campus-Based DFS Programs - High School, 1993-94
Club ESOS, Middle School, 93-94
Club ESOS, High School, 93-94
Community-Based Educational Aternatives, 1993-94
Content Mastery, Ch. 1 Students, 1993-94
Coordinated Vocational Academic Education, Grades 6-8, 1993-94
Coordinated Vocational Academic Education, Grades 9-12, 93-94

D. DARE Participants – 1993-94 - 5th Grade
DARE Participants – 1993-94 - 7th Grade
DFS Participants – Elementary – 1993-94
DFS Participants – Middle School – 1993-94
DFS Participants – High School – 1993-94

E. Education for Parenthood Centers (Johnston), 1993-94
ESOS Academy, 1993-94
Evening School, 1993-94
Extended Day Program, Ch. 1 Schools, 1993-94

F. None

G. None

H. High School Block Programs, 1993-94
Hispanic Student Initiative Scholarhip, 1993-94
1993-94 HOSTS Chapter 1 Students (Dawson)
1993-94 HOSTS Chapter 1 Students (Ortega)
1993-94 HOSTS Chapter 1 Students (Zavala)
1993-94 HOSTS - Ortega, Zavala, and Dawson
HOTS, Chapter 1 Students, 1993-94

I. 1993-94 Intersession Tutoring Program (Sanchez)

J. Johnston Learning Technology Center, 1993-94
Jumpstart (McCallum), 1993-94

K. Kealing Magnet, 1993-94

L. LBJ Non-Science Academy Students, 1993-94
LEP A & B High School Students Not in Title VII
LEP Denials, Elementary, 1993-94
LEP Denials, Middle School, 1993-94
LEP Denials, Elementary, 1993-94
LEP Served, Elementary, 1993-94
LEP Served, Middle School, 1993-94
LEP Served, Elementary, 1993-94
Liberal Arts Academy, 1993-94

M. Megaskills 1993-94, Elem. School Children of Participants
Megaskills 1993-94, Jr. High School Children of Participants
Megaskills 1993-94, High School Children of Participants

N. None

O. Overage 9th-Grade Student Programs

P. PALees - 1993-94, Elementary
PALees - 1993-94, Middle School
PALees - 1993-94, High School
Pathways, Experimental, 1993-94
Pathways, Control, 1993-94
PEAK, 1993-94
Project HELP, Elementary, 1993-94
Project HELP, Middle School, 1993-94
Project HELP, Senior High, 1993-94
Project MAN (LBJ), 1993-94
Project Mentor, Elementary, 1993-94
Project Mentor, Middle/Junior High School, 1993-94
Project Mentor, High School, 1993-94

Q. None

R. 1993-94 Reading Recovery, Chapter 1 Students
Robbins Secondary School, 1993-94

S. SABES/SESOS, Ch. 1 Schools, 1993-94
St. Edward's Mentor Program, 1993-94
Science Academy, 1993-94
Secondary Honors Program, 1993-94
Summer School, 1993-94
Sunshine Camp, 1993-94
Student Retreat Program, Elementary, 1993-94
Student Retreat Program, Middle School, 1993-94
Student Retreat Program, High School, 1993-94

T. Title VII Newcomers Program, 1990-91
Title VII Newcomers, 1991-92
Title VII Newcomers, 1992-93
Title VII Newcomers Program, 1993-94
Transitional Bilingual Education (Martin), 1993-94

U. None

V. None

W. Writing to Read, Ch. 1 Students, 1993-94
Writing to Write, Ch. 1 Students, 1993-94

X. None

Y. Year-Round Program (Sanchez), 1993-94

Z. Zenith (Evening School), 1993-94
Zenith Program, 1993-94

FORMER STUDENT SURVEY

EVALUATION PLAN

Contact Person:
Natalie Rodgers

PROGRAM DESCRIPTION

In September of 1991, a survey of 1989-90 AISD high school graduates (the class of '91) was conducted. This survey of former students, which was last administered to 1981-82 graduates, was conducted in response to AISD's fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

The Former Student Survey asked questions of a sample of graduates in three main areas:

- What students are doing now,
- What high school courses students found most useful, and
- How prepared students felt for their present activities.

In 1992, the survey was redesigned based on review by District staff and input from community agencies. Several items in the revised survey were linked to the goals for graduates outlined in the Project A+ report *Children of Promise: Educating for the Future*. The intent of this year's survey will be to continue assessing the perception of former AISD high school graduates about their education, employment, and community service activities.

Key Issue 1

Should AISD programs, policies, and procedures be modified to prepare high school graduates better for postgraduation activities?

Date needed: December 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What are the opinions of former AISD high school graduates on how well their high school education prepared them for: • Continuing education, • Employment, and • Community service activities?	• Former Student Survey (December 1993)
1-2. How should the former student survey be modified to reflect current job classifications and changing roles in today's society?	• Community Agencies • Advisory Groups • District Staff

HISTORICAL STUDENT RETENTION IN GRADE

MANAGEMENT PLAN

Contact Person:
Mario Sanchez, Ph.D.

MANAGEMENT CONTEXT

Student retention in grade is documented annually in the historical retention report. This report contains data concerning the number of students who repeat a grade level. The report is a compilation of retention statistics over time. The report is produced once a year, although the information that goes into it is gathered at two points through the year, once after the end of the school year (potential retainees are counted), and once after the beginning of the next school year (actual retainees are counted). The most recent analysis, in the form of tables and graphics, is included in the report. This analysis uses the most recent data as well as longitudinal retention statistics.

Educational Issue 1

What questions could be addressed using District computer files that could indicate trends and underline policies concerning the retention of AISD students?

Date Needed: September 1994

MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-1. What are the most recent retention rates given by grade and by particular grade span?	• Student Master File • Average Daily Membership File (November)
1-2. How do the most recent retention results compare with past years?	• Student Master File
1-3. What are the present and past statistics concerning end-of-year potential retainees as a percentage of: a) Average daily membership for the year? b) End-of-year membership?	• Student Master File • Elementary Potential Retainee File • Student Grade Reporting File (July)
1-4. What are the present and past statistics concerning beginning-of-year actual retainees as a percentage of: a) Average daily membership for the previous year? b) End-of-year membership for the previous year? c) Fall enrollment? d) Previously identified potential retainees?	• Student Master File • Average Daily Membership File (November) • Elementary Potential Retainee File
1-5. How many LEP students were retained in 1993-94 by grade level?	• Elementary Potential Retainee File • Student Grade Reporting File (July) • LEP File
1-6. What changes occurred in the rate of retention from last year to this? In what direction and in which grades did these changes occur?	• Student Master File (July)

OVERAGE 9TH-GRADE STUDENT PROGRAMS

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

One of the five priority areas in the *1993-94 District Improvement Plan* is student outcomes in grades 6-9. Objective 2 for this improvement area is, "Reduce the numbers of overage grade 9 students." Accordingly, in the District's 1993-94 budget, each of the four operations areas was allocated $100,00 to be used for this purpose. The Superintendent specified that most of the funds in each area were to be used at one school in order to focus the program and have a higher chance of success. This direction was followed except in Area 4 and with a slight deviation in Area 1. The table on the following page contains an overview of the programs for each area. More extensive program descriptions were transmitted to the Board in the Superintendent's Board Update of September 3, 1993.

Outcome evaluation for each of the programs will be conducted by the Office of Research and Evaluation (ORE) through the use of its GENeric Evaluation SYStem (GENESYS). Some limited process information will be collected via an ORE survey of school staff. Formative evaluation (e.g., using student portfolios) will be conducted by the program managers at some program sites. GENESYS is a method of streamlining data collection and evaluation through the use of computer technology. By standardizing input data and outcome information, GENESYS makes it possible to evaluate a large number and variety of programs with limited resources. GENESYS has been employed successfully in the evaluation of dropout prevention programs since 1988-89. In 1992-93, GENESYS information made possible cost-effectiveness comparisons of many dropout prevention programs. GENESYS gathers information from central computer files and reports information, for any specified group of students, on:

- Student demographic characteristics,
- Achievement,
- Attendance,
- Discipline,
- Grades/credits,
- Dropout status,
- Retention status, and
- At-risk status.

Program Description Continued

GENESYS compares the performance of the specified group with District and, for some variables, national performance. A Report on Program Effectiveness (ROPE) analysis in GENESYS compares predicted with actual student achievement to determine if there are significant differences because of participation in a program. A related GENESYS analysis compares the predicted number of dropouts in a group to the actual number.

ORE conducts an annual survey of campus professional and administrative staff. Information regarding program implementation and staff opinion about the programs for overage ninth graders will be obtained. Cost-effectiveness comparisons among programs will be made.

OVERVIEW OF AREA PROGRAMS FOR OVERAGE 9TH-GRADE STUDENTS

Area	Program Site	Program Name	Main Program Features
1	Reagan High School	Project AVID (Advancement Via Individual Determination)	--Support team for students of two teachers, a social worker, a counselor, and an administrator --Successful teachers assigned to program students --Tutorial class with computers --Parent conferences --Staff training in cooperative learning strategies and performance-based assessment
2	Johnston High School	Partnerships Activated for School Success (PASS)	--Faculty training in Total Quality Learning strategies; student training by faculty --Faculty training in accelerated learning instructional strategies --Vertical team linkages among students and staff (mentoring, peer tutoring, other peer support strategies) --Setting quality standards for the instructional, counseling, and career guidance programs
3	Travis High School	Not named	--Interdisciplinary team organization --Support staff of teachers, parent intervention specialist, and social worker --Integrated learning system on IBM network --Adult mentors and tutors --Referral to GED programs for some students
4	Bowie High School	School-to-Work Transition Program	--Interdisciplinary program, centered around a core curriculum --Private sector involvement --On-the-job training; apprenticeship --Company funding of student postgraduate study
4	LBJ High School	Health Services Academy	--Student research into "hot" health topics --Student dissemination of information through pamphlets and television programs --Student development of long-range school-to-work plan --Four parent workshops --Monetary incentives for students and parents --Student field trips to area colleges/universities; one extended trip --Staff mentor for students --Student interactions with community resource persons

Decision Question 1

Should each of the area programs for overage 9th-grade students be continued as is, modified, or discontinued?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What were the demographic characteristics (number served, ethnicity, sex, etc.) of the students in each of the area programs?	• GENeric Evaluation SYStem -- GENESYS (Summer 1994)
1-2. What were the attendance rates for students in each of the area programs?	• GENESYS
1-3. How many discipline incidents occurred among students in the area programs?	• GENESYS
1-4. What were the grade point averages (GPAs) earned by the students in the area programs?	• GENESYS
1-5. How many course credits were earned by the students in the area programs?	• GENESYS
1-6. How many F's and NG's (no grades) were received by the students in the area programs?	• GENESYS
1-7. What were the achievement levels of the students in the area programs?	• GENESYS
1-8. What were the dropout rates for students in the area programs?	• GENESYS
1-9. How many students in each of the area programs were retained?	• GENESYS

Decision Question 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-10. How many students in each of the area programs left school to pursue a GED? How many students obtained GEDs?	• Program Records (Spring 1994)
1-11. What did principals and teachers think of each area program? What components were identified as successful?	• School Survey (March 1994)
1-12. What did each of the area programs cost per student?	• Program Budget (April 1994)

93.07

PROGRAM EFFECTIVENESS COMPARISONS

MANAGEMENT PLAN

Contact Person:
David Wilkinson

MANAGEMENT CONTEXT

Each year, ORE reports to the Board of Trustees on the effectiveness of special programs in the District. ORE prepares program effectiveness charts for the Board's annual budget study session in February. Until 1992-93, ratings of program effectiveness were informed judgements based on evaluation findings and knowledge of the projects. In 1991, the Board asked ORE to provide it with a measure of effect as well as cost. ORE responded during the 1992-93 school year with a retrospective look at 1991-92 AISD programs. In February 1993, ORE presented the Board with program effectiveness charts which included cost-effectiveness ratios for many programs evaluated during 1991-92.

ORE staff worked during fall 1992 to develop the program effectiveness comparisons process. Staff addressed an assortment of issues associated with cost-effectiveness comparisons, such as how costs should be calculated, how effect sizes should be determined, how different programs can be compared according to a common scale, and how the information should be reported. Internal Audit staff and the Evaluation Advisory Committee (EAC), which includes principals, teachers, parents, and representatives of the general public, were consulted as the comparison process was developed. Draft comparison charts were sent to program staff for review, and a number of changes were subsequently made based on the comments received. The comparison process was also presented for professional scrutiny at the annual meeting of the Texas Research and Evaluation Network (TREN). Finally, staff presented the draft results to the School Board to secure review and comments from trustees. A final report was published in May 1993.

The methodology developed in fall 1992 for assessing the cost-effectiveness of programs was applied to the programs evaluated by ORE in

Management Context Continued

1992-93, and cost-effectiveness information included in ORE's 1992-93 final evaluation reports. Program effectiveness comparisons for 1992-93 programs will be reported to the Board of Trustees in February 1993 when the Board begins its deliberations on the District's budget for 1994-95. During the 1993-94 school year, ORE staff will refine the methodology for calculating cost-effectiveness and apply it to 1993-94 programs being evaluated.

Key Issue 1

What features should be included in program effectiveness comparisons?

Date Needed: May 1994

MANAGEMENT QUESTIONS	*INFORMATION SOURCES*
1-1. What critical information about programs do decision-makers need to be able to make effective changes?	• Management Team Review (February 1994) • School Board Review (February 1994) • Evaluation Advisory Committee (EAC) Review (February 1994)
1-2. What cost-effectiveness information should be reported? How often? In what format?	• Review of Calendar of Information and Decision Events (December 1993) • Management Team Review (February 1994) • School Board Review (February 1994) • EAC Review (February 1994)
1-3. What methodologies should be employed to assess: a) Cost? b) Effect size? Review? c) Cost/effect ratio? d) Dropout prevention effect? e) Drug abuse prevention effect?	• Literature Review (February 1994) • Program Staff Review (February 1994) • EAC Review (February 1994) • Management Team Review (February 1994) • School Board Review (February 1994)
1-4. How can the cost-effectiveness methodology be improved?	• Literature Review (February 1994) • Collegial Review (Conference Presentation) (April 1994) • Program Staff Review (February 1994) • EAC Review (February 1994)
1-5. How can the cost-effectiveness information currently being reported about programs be expanded beyond programs (e.g., to schools)?	• Management Team Review (February 1994) • EAC Review (February 1994)

PROGRAMS FOR LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

Texas law requires that all students with a language other than English (LOTE) be processed to determine their English proficiency. Those identified as limited English proficient (LEP) must be provided one of two basic programs:

- Bilingual Education (BE), a transitional program of dual-language instruction including instruction in the home language and English as a Second Language (ESL) for a minimum of 45 minutes daily, provided to students in any language classification for which there are 20 or more students enrolled in the same grade level, and

- English as a Second Language (ESL), a program of specialized instruction in English provided to students not receiving bilingual education and to students whose parents refuse dual-language instruction. (Parents may also refuse ESL instruction.)

Some LEP students are served by Special Education only.

A total of .30 full-time equivalent (FTE) staff will be devoted to monitoring the progress of LEP students, especially in terms of English achievement. As resources allow, management information will also be provided through the computerized file of all LOTE students in the District. This file, the LEP master file (sometimes called the LANG file), will be redesigned this year to incorporate test information from the Prueba de Realizacíon and to ensure that all important information about LEP students is maintained and accessible to users.

Other evaluation plans including questions related to LEP students are Chapter 1, Chapter 1 Migrant, Dropout Prevention, Historical Student Retention in Grade, Title VII, and Student Achievement. Evaluation findings about LEP students will be presented in the final evaluation reports for these projects.

Key Issue 1

Are limited-English-proficient (LEP) students receiving an instructional program appropriate to their needs?

Date Needed: July 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
Findings from Evaluation Questions 1-1 through 1-5 will be reported in the final report on student achievement for 1993-94.	
1-1. What percentage of AISD LEP students were tested in English on the TAAS, by grade?	• Texas Assessment of Academic Skills (TAAS) File (May 1994)
1-2. What percentage of AISD LEP students tested in English mastered TAAS minimum requirements, by subject (mathematics, reading, writing, and all tests taken) and grade: (a) Compared to the previous year? (b) Compared to the State average?	• TAAS File (May 1994)
1-3. What were the characteristics of the Spanish-speaking LEP students tested with the ITBS or NAPT (years in AISD, language dominance, program received, etc.)? Of LEP students speaking other languages?	• LEP File (June 1994) • Iowa Tests of Basic Skills (ITBS) File (May 1994) • Norm-referenced Achievement Program for Texas (NAPT) File (May 1994)
1-4. What were the mean grade equivalent (GE) achievement gains of LEP students tested with the ITBS or NAPT in each of the last two years, by grade and test area and by language (Spanish and other)?	• LEP File (June 1994) • ITBS File (May 1994) • NAPT File (May 1994)
1-5. How did the achievement of LEP students tested in Spanish on the Prueba de Realizacíon in 1993-94 compare with that of the LEP students tested in 1992-93, by grade and test area?	• LEP File (June 1994) • Prueba de Realizacíon File (June 1994)

Key Issue 1 Continued

Findings from Evaluation Question 1-6 will be reported in the final report on retention for 1993-94.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-6. How many LEP students were potential retainees at the end of the 1992-93 school year, by grade level? How many LEP students who were potential retainees at the end of the 1992-93 school year were actually retained in the same grade level in 1993-94?	• Retention File (June 1994) • Student Grade Reporting (SGR) File (June 1994)
1-7. How did the LEP students being served compare to the LEP students denied service by their parents, in terms of: • Achievement? • Attendance? • Discipline rates? • Grades? • Retention rates? • Dropout rates?	• Office of Research and Evaluation GENeric Evaluation SYStem (GENESYS) (Summer 1994)
1-8. What is the nature of AISD's LEP population: • By grade? • By language? • By language dominance? • By parent denial status? • By program received? • By age? • By special education status? • By low-income status? • By gifted/talented status? • By discipline status? • By attendance? • By dropout status? • By length of service?	• LEP File (June 1994) • GENESYS (Summer 1994)

Key Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-9. In 1993-94, how many LEP students: a) Have progressed from one language level to another? (Annual reporting required by State law) b) Have been exited from the bilingual education and English as a second language program? (Annual reporting required by State law) c) Graduated?	• LEP File (June 1994) • Graduate File (June 1994)
1-10. How many LEP students transferred from their home campuses to other campuses to obtain additional services?	• LEP File (June 1994)
1-11. How many teachers and aides have been trained? (Annual reporting required by State law)	• Employee Master File (May 1994) • Program Records (May 1994)
1-12. How much did the programs cost per student?	• LEP File (June 1994) • General Ledger Master File (June 1994)

Findings from Evaluation Question 1-13 will be reported in the final report on AISD dropouts for 1993-94.

1-13. How many LEP students dropped out? Compared to other AISD students? How many LEP students are identified as "high risk"?	• LEP File (June 1994) • Annual Dropout File (June 1994) • Student Master File (SMF) (June 1994)

Date needed: December 1994

Key Issue 2

Does the LEP master file contain and have accessible all important information about LEP students needed for official reporting and planning purposes?

Date Needed: August 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. What information should the LEP File contain? What information should be displayed on screen? In what format? Who should have access to the information in the file? By what means?	• Review by Program and Evaluation Staff (March 1994)

Key Issue 3

How effective is prekindergarten service in facilitating successful outcomes for LEP students?

Date Needed: August 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. How did LEP students who were served in prekindergarten compare to students who were not served in pre-K, after five years of service, in terms of: • Achievement? • Attendance? • Discipline rates? • Grades? • Exit rates?	• GENESYS (Summer 1994) • LEP File (June 1994)

STUDENT ACHIEVEMENT

EVALUATION PLAN

Contact Persons:
Evangelina Mangino, Ph.D.
Natalie Rodgers
Barbara Wiser

PROGRAM DESCRIPTION

The Systemwide Testing Program coordinates the administration and processing of achievement tests and the distribution of their results. The program is also designed to assist AISD administrators, teachers, students, and parents in the use of achievement data in the following areas:

- To investigate the overall impact of AISD's programs on majority and minority student achievement at the District and campus levels,
- To identify students eligible for remedial and enrichment programs, as well as different levels of instruction within the regular instructional programs,
- To provide achievement data used for the evaluation of remedial and enrichment programs, as well as the regular instructional programs,
- To report basic information on student achievement to the School Board and the general public,
- To maintain Texas Assessment of Academic Skills (TAAS) and Texas Educational Assessment of Minimum Skills (TEAMS) exit-level files to determine students' status for high school graduation,
- To identify and respond to achievement-related information and resource needs of the School Board, campus and central office administrators, teachers, counselors, and parents, and
- To provide support to campus and central administrators and teachers to utilize achievement data,
- To identify schools performing higher and lower than schools with similar populations.

In addition to the coordination of tests and report of their results, the systemwide testing program participates in the following activities:

- Assisting TEA with field tests as required by state law.

Decision Question 1

Is AISD's instructional program successfully teaching students the skills required to pass the TAAS objectives?

Date needed: July 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What percentage of students passed the TAAS test in mathematics and reading in grades 3-8, and writing, social studies, and science in grades 4 and 8 at the "minimum expectation" and "mastered all objectives" levels: a) By sex? b) By ethnicity? c) By low-income status? d) By LEP status?	• Texas Assessment of Academic Skills (TAAS) File (December 1993) (June, August 1994)
1-2. How does the achievement performance in AISD compare to the State performance and other urban districts?	• TAAS File (December 1993) (June, August 1994) • TAAS State Report (July 1994) • JUEC/TAAS Summary Reports (June 1994)
1-3. How many schools met the required gain to achieve the State standard in three years (90 percent passing): a) All students? b) Low-income students?	• TAAS File (December 1993) (June, August 1994)
1-4. How did AISD students (total and by ethnicity, income status, and LEP status) perform on the TAAS, grades 3-8: a) Compared to last year? b) Compared to other urban districts? c) Compared to other Texas districts? d) Compared to State averages?	• TAAS File (December 1993) (June, August 1994) • Joint Urban Evaluation Council (JUEC) TAAS Summary (June 1994)
1-5. What percentage of AISD LEP and special education students were tested on the TAAS?	• TAAS File (December 1993) (June, August 1994)
1-6. How many schools were identified as low achieving campuses by TEA and how does this compare with: a) Other urban districts? b) Previous years?	• TEA List of Low-Achieving Campuses (August 1994)

Decision Question 2

Is AISD's instructional program successfully teaching students the skills required to pass the Exit-Level TAAS objectives?

Date needed: July 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. How many and what percentage of the seniors with all other requirements for graduation completed were denied a diploma as a result of not mastering the Exit-Level TAAS?	• TAAS File (December 1993) (June, August 1994) • Graduate File (June 1994)
2-2. How many and what percentage of tenth-grade students met the mastery criteria on the Exit-Level TAAS: a) At the first administration? b) At the retesting? c) Overall?	• TAAS File (December 1993) (June, August 1994)
2-3. How did tenth graders perform on the Exit-Level TAAS: a) By sex? b) By ethnicity? c) By low-income status? d) By LEP status?	• TAAS File (December 1993) (June, August 1994)
2-4. How did tenth graders perform on the writing sample?	• TAAS File (December 1993) (June, August 1994)
2-5. How did AISD students (total and by ethnicity, income status, and LEP status) perform on the Exit-Level TAAS: a) Compared to last year? b) Compared to other urban districts? c) Compared to other Texas school districts? d) Compared to the state averages?	• TAAS File (December 1993) (June, August 1994) • Texas Education Agency (TEA) Data Tapes (December 1993) (June, August 1994) • TAAS State Report (July 1994)
2-6. How did students perform at each campus?	• TAAS File (December 1993) (June, August 1994)

Decision Question 3

Is AISD's instructional program successfully teaching students the skills required to compete successfully with students nationwide?

Date needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. How did AISD's 1993-94 student achievement compare, by ethnicity, to the students: a) In the nationwide norming sample? b) Compared to other urban districts? c) In Texas?	• Norm-referenced Assessment Program for Texas (NAPT)/Iowa Tests of Basic Skills (ITBS) file (June 1994)
3-2. What percentage of the students in each ethnic group scored in the highest and lowest ranges of the NAPT and ITBS?	• NAPT/ITBS File (June 1994)
3-3. How large were the achievement gains made by AISD students in 1993-94 by ethnicity?	• NAPT/ITBS File (June 1994)
3-4. How did AISD's 1993-94 student achievement compare, by ethnicity, to the achievement of students in grades 1-11 across the last two years?	• NAPT/ITBS File (June 1994)
3-5. What were the achievement levels of AISD students, by ethnicity, who qualified for a free or reduced-price meal: a) In 1993-94? b) Compared to the achievement of low-income students from previous years?	• NAPT/ITBS File (June 1994)
3-6. Which schools showed achievement in reading and mathematics higher or lower than schools with similar populations?	• NAPT/ITBS File (June 1994) • Report on School Effectiveness (ROSE) (July 1994)
3-7. What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1993-94?	• NAPT/ITBS File (June 1994) • LANG File (Ongoing)

Information Needs

Date needed: July 1994

	INFORMATION QUESTIONS	*INFORMATION SOURCES*
1-1.	How did AISD's 1993-94 graduates who took the SAT compare with other students nationwide: a) In reading and mathematics? b) In participation rates? c) In previous years?	• Scholastic Aptitude Test (SAT) Report (August 1993)
1-2.	What is the correlation of passing the end-of-course tests with passing the course in Algebra I or Biology I?	• End-of-Course File (July 1994)
1-3.	What percentage of AISD students passed the end-of-course tests: a) By campus? b) By State? c) By urban districts?	• End-of-Course File (July 1994)
1-4.	Who in AISD in 1993-94 received achievement results from the following tests: a) TAAS? b) NAPT? c) ITBS?	• ORE Distribution of Reports List (January 1994)
1-5.	What questions were asked in 1993-94 by the School Board, the Superintendent, and central and campus administrators? What answer or action was taken with each question?	• ORE Documentation (Ongoing)
1-6.	What percentage of LEP students were not tested with English TAAS because they were exempt?	• TAAS File (December 1993) (June, August 1994) • LANG File (Ongoing)
1-7.	How does the percentage of LEP students exempted compare to the percentages of the other urban districts?	• TAAS File (December 1993) (June, August 1994) • JUEC TAAS Summary (June 1994)

Information Needs

Date needed: July 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
8. What percentage of students are exempt from testing: a) On the TAAS? b) On the NAPT? c) On the ITBS?	• TAAS File • NAPT File • ITBS File
9. How does the percentage exempted on TAAS and NAPT compare with other urban districts?	• TAAS File • NAPT File • JUEC Summary File
10. How does the number of special education students tested or exempted in 1993-94 compare to the other urban districts?	• TAAS File • NAPT File • JUEC Summary File
11. What procedures were set up for coordinating and administering advanced placement tests in 1993-94? Do they need to be revised?	• ORE Documentation

DISTRIBUTION OF REPORTS

Iowa Tests of Basic Skills (ITBS)
Individual Student Reports
Elementary,
Grades 1-2,
Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	Date
Alpha Listing Grades 1-2	1 Schools	May 1994
Percentile Rank Order Grades 1-2 • Reading Total • Mathematics Total	1 Schools	May 1994
Student Score Label (gummed) Includes GE and percentiles	1 Schools (for measurement data card)	May 1994
Confidential Student Report	1 Schools (for parents)	May 1994
Fall Classroom Summaries This report is generated by period, by teacher	1 Schools	Sept. 1993
Spring Classroom Summaries (including ROSE)	1 Schools	May 1994

DISTRIBUTION OF REPORTS

Norm-referenced Assessment Program for Texas (NAPT)
Individual Student Reports
Grades 3-11
Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	Date
Alpha Listing Grades 3-8 (provided by TEA)	1 Schools	May 1994
Percentile Rank Order Grades 3-8 • Reading Total • Language Total • Mathematics Total Grades 9-11 • Reading Total • Language Total • Mathematics Total	1 Schools	May 1994
Student Score Label (gummed) Includes GE and percentiles (provided by TEA)	1 Schools (for measurement data card)	May 1994
Confidential Student Report (provided by TEA)	3 Schools (1 for parents/students)	May 1994
Alpha list of eighth graders assigned to high school	1 High Schools	April 1994
Rank-order listing of fifth and sixth graders, next year's campuses • Reading Total • Language Total • Mathematics Total	1 Middle/Junior High Schools	April 1994
Rank-order listing of eighth graders by next year's campuses • Reading Total • Language Total • Mathematics Total	1 High Schools	April 1994

DISTRIBUTION OF REPORTS

NAPT
Individual Student Reports
Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	Date
Fall Classroom Summaries This report is generated by period, by teacher.	1 Schools	Sept. 1994
Spring Classroom Summaries (including ROSE) This report is generated by period, by teacher.	1 Schools	May 1994
School Summary Report (Provided by TEA)	1 Schools 5 Area/Assoc. Superintendents 1 ORE 7 *Total*	May 1994
* **District Summary Report** (Provided by TEA)	1 Final Report/ Achievement Profiles 5 Area/Assoc. Superintendents 1 ORE 7 *Total*	June 1994
School Achievement Profiles	1 Schools 5 Profiles Volumes 6 *Total*	July 1994
* **District Achievement Profiles**	20 Final Report/ Profiles Volume	July 1994
Districtwide Frequency Distribution by Grade by School	1 ORE	May 1994

* These reports are not distributed to *ANYONE* until the final reports are distributed to the School Board.

DISTRIBUTION OF REPORTS

TAAS
Individual Student Reports
Elementary and Secondary,
Grades 3, 4, 5, 6, 7, 8, and Exit-Level
Fall and Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	Date
Confidential Student Report (provided by TEA)	1 Students/Parents 1 Permanent Folder 2 *Total*	Dec. 1993 May 1994
Student Score Labels (gummed) Indicates individual student scores, alphabetic listing by school by grade for measurement data cards (Provided by TEA)	1 Schools (2 copies for exit-level)	Dec. 1993 May 1994
Alphabetic Listing of Individual Student Scores This report is delivered by school by grade for valid scores (produced by TEA) and experience only (produced by ORE)	2 Schools	Dec. 1993 May 1994
Class Summary by Objective At the beginning of the year by teacher by period (produced by ORE)	1 Schools	October 1993
School Summary Report (Provided by TEA)	3 Schools 5 Area/Assoc. Superintendents 1 ORE 9 *Total*	Dec. 1993
* **District Summary Report**	1 Final Report/ Achievement Profiles 5 Area/Assoc. Superintendents 1 ORE 7 *Total*	Dec. 1993
Alphabetic Listing of Students Required to take the Exit-Level TAAS (Produced by ORE prior to testing)	1 Schools	Sept. 1993 February 1993

* These reports are not distributed to *ANYONE* until the final reports are distributed to the School Board.

DISTRIBUTION OF REPORTS

Other Tests
Summary Reports
Differing Administrations
Microfiche Production Schedule
1993-94

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	Date
Customized Reports	Upon Request	
NAPT/ITBS Microfiche (Elementary, Middle/Junior High, Senior High)	Districtwide alpha listing of individual student scores, grades 1-11, including special education students tested validly or for experience only	July 1994

TAAS TUTORIAL

EVALUATION PLAN

Contact Person:
Barbara Wiser

PROGRAM DESCRIPTION

In December 1993, the Superintendent and the Management Team reviewed a proposed allocation of local resources in ORE and requested that some evaluation resources be devoted to several proposed projects not assigned to any ORE staff, including a study of the effectiveness of tutorial assistance offered to high school students who have not passed the Exit-Level TAAS. Students must pass the Exit-Level TAAS as part of the requirements to graduate and receive a high school diploma.

Decision Question

Is AISD's tutorial program successfully helping students in need of additional instruction to pass the exit-level TAAS?

Date needed: August 1994

EVALUATION QUESTION	*INFORMATION SOURCES*
1-1. What percentage of students pass the TAAS after receiving tutorial instruction in: a) Writing? b) Reading? c) Mathematics?	• TAAS File (ongoing) • Program Records (May, August 1994)
1-2. What percentage of students pass the TAAS if they do not receive tutorial instruction in: a) Writing? b) Reading? c) Mathematics?	• TAAS File (ongoing) • Program Records (May, August 1994)
1-3. What was the average TAAS score gain of students who attended TAAS tutoring compared with those who did not attend tutoring?	• TAAS File (ongoing) • Program Records (May, August 1994)
1-4. What type of instructional strategies were most effective?	• Program Records (May, August 1994)

Information Needs

Date needed: August 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1-1. Does high school staff direct the students to enroll in tutorials by: a) Informing students of tutorials? b) Encouraging students to enroll in tutorials? c) Advising students to enroll in tutorials? d) Enrolling students automatically?	• Staff Interview (May, August 1994)
1-2. Were the tutorials offered in: a) High Schools? b) Community Schools? c) Evening School?	• Staff Interview (May, August 1994)
1-3. Who taught the tutorials?	• Staff Interview (May, August 1994)
1-4. Were tutorials taught: a) During school hours? b) After school? c) On weekends?	• Staff Interview (May, August 1994)
1-5. How many tutorial sessions were offered and how long were the sessions?	• Administrative Interview (May, August 1994) • Program Records (May, August 1994)
1-6. What percentage of eligible students registered to take TAAS tutorials?	• TAAS File (ongoing) • Program Records (May, August 1994)
1-7. How are students informed of the availability of tutorials?	• Student Survey (May, August 1994)
1-8. What are the demographic characteristics of the students who attend tutorial classes?	• Program Records (May, August 1994) • Student Master File (ongoing)

93.07

TECHNOLOGY IN INSTRUCTION

EVALUATION PLAN

Contact Persons:
Janice Curry
Melissa Sabatino

PROGRAM DESCRIPTION

The District has a long history of applying computer technology to instruction, beginning in earnest with the District's "computer initiative" in the early 1980's. Since the mid-1980's, with the assistance of Chapter 1 and Chapter 2 grant monies, AISD has installed many different computer labs--e.g., Wicat, Writing to Read, Computer Curriculum Corporation (CCC), and Jostens at the elementary level; and Texas Learning Technology Group (TLTG), Technology Learning Center, and CCC at the secondary level. Other major sources of funding for computer technology in AISD include grants from IBM, Apple, the Texas Education Agency, Pepsi Corporation, and RJR Nabisco, District funds, and Parent-Teacher Association resources. In 1993-94, AISD employs computers for instructional purposes extensively throughout the District.

Local resources have been allocated to evaluating instructional technology in District schools, and Chapter 1 resources have been allocated to evaluating instructional technology in Chapter 1 schools. The resources will be used to determine what technology models exist in the District and to evaluate the effectiveness of integrated learning systems (CCC and Jostens) at schools which have utilized these systems for one or more years.

Decision Question 1

How effective were integrated learning systems--Computer Curriculum Corporation (CCC) and Jostens Learning--at AISD schools having them for one year?

Date Needed: June 1994

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. How many students were served by an integrated learning system?	• Record of Students Service (ROSS) Forms (Ongoing) • Computer Log Data (Ongoing)
1-2. Did students served by CCC or Jostens achieve higher gains than similar students who did not receive these services?	• ROSS Forms/Computer Log Data (Ongoing) • ITBS/NAPT File (April 1994) • TAAS File (May 1994)
1-3. What was the rate of promotion for students using Jostens or CCC systems compared to the District promotion rate?	• Student Master File (May)
1-4. How cost-effective are the CCC and Jostens systems compared with other supplementary programs?	• Student Master File (Ongoing) • Achievement Data (Ongoing) • Financial Records (Ongoing) • ROSS Forms (Ongoing)
1-5. Are the integrated learning systems utilized in a lab setting or as distributive networks?	• Staff Interviews/Surveys (March)
1-6. Is there a difference in the effectiveness of the systems used in a lab setting compared with their use as a distributive network in the classrooms?	• Staff Interviews/Surveys (March) • ITBS/NAPT File (April) • Observations (March/April)
1-7. To what extent do teachers utilize the capabilities of the integrated learning software?	• Teacher Survey (March) • Observations (March/April)

Decision Question 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-8. Has there been an increase in the development of higher-order thinking skills for students using integrated learning systems?	• NAPT File (April)
1-9. Are students on task while engaged with the computer?	• Computer Log Data (Ongoing) • Observations (March/April) • Teacher Survey (March)
1-10. What is the role of the principal in the implementation of the CCC or Jostens systems?	• Teacher Survey (March)
1-11. How many minutes per week are students using the integrated software?	• Computer Log Data (Ongoing) • ROSS Forms (Ongoing)
1-12. To what extent are teachers integrating the computer software with their classroom instruction?	• Observations (March/April) • Teacher Survey (March)

Information Needs

What technology models currently exist in the District and in which schools?

Date Needed: June 1994

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. What computer hardware is being used for instructional purposes at each school?	• Administrator Interviews (March 1994) • Technology Inventory (February 1994)
2. Are the computers and other instructional technology utilized in a lab setting or as distributive networks in the classrooms?	• Administrator Interviews (March) • Technology Inventory (February)
3. What types of instructional software are used in each school?	• Administrator Interviews (March) • Technology Inventory (February)
4. What was the major funding source for the instructional technology equipment and software (e.g., local District funds, Chapter 1 funds, Chapter 2 funds, grants, or PTA funds)?	• Administrator Interviews (March) • Technology Inventory (February) • Financial Records (Ongoing)
5. Who assists students with computer-assisted instruction (i.e., lab tech, aide, classroom teacher, volunteer)?	• Administrator Interviews (March) • Teacher Survey (March) • Observations (March/April)
6. What is the usage level of the Windows on Science laser discs?	• Teacher Survey (March)
7. How much time per week (on the average) did students spend on the computers by: • Grade? • Achievement Level? • Sex? • Ethnicity?	• Laboratory Sign-up Sheets (Ongoing) • Teacher Survey (March) • Computer Log Data (Ongoing)

ORE STAFFING LEVELS: 1973-74 THROUGH 1993-94

BUDGET POSITIONS	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85 As of 2/85	85-86 As of 5/1/86	86-87 As of 11/12/86	87-88 As of 5/10/88	88-89 As of 9/1/88	89-90 As of 9/1/89	90-91 As of 9/1/90	91-92 As of 9/1/91	92-93 As of 9/1/92	93-94 As of 9/1/93
Administrative	0	0	3	5	7	5	6.3	6	7	7.7	6.7	6	4	4	4	2	2	2	2	2	2
Professional	0	0	8	6.5	7	8.8	8.5	8	6.5	7	7	8	7	7	7	6	5	5	6	6	5
Classified	0	0	2	4	7	7	6	7	8	7.5	8.5	10	9	9	9	7	8	8	7	7	7
TOTAL	0	0	13	15.5	21	20.8	20.8	21	21.5	22.2	22.2	24	20	20	20	15	15	15	15	15	14
GRANT POSITIONS																					
Administrative	5	6	3	5	7	6.5	4.7	4	4	3.3	3.3	2	1.75	1.75	1	2	1	1	1	1	1
Professional	6	6.5	6	7	7	5	2	5	3.5	2.5	3.3	3.5	4.5	4.5	5	6	5	5	5	5.25	5.25
Classified	3	7	6	5	7	8	6	6.5	6.5	5	4	3	3.5	3	2.5	3	3.5	4	2.5	2	2
TOTAL	14	19.5	15	17	21	19.5	12.7	15.5	14	10.8	10.6	8.5	9.75	9.25	8.5	11	9.5	10	8.5	8.25	8.25
ALL POSITIONS																					
Administrative	5	6	6	10	14	11.5	11	10	11	11	10	8	5.75	5.75	5	4	3	3	3	3	3
Professional	6	6.5	14	13.5	14	13.8	10.5	13	10	9.5	10.3	11.5	11.5	11.5	12	12	10	10	11	11.25	10.25
Classified	3	7	8	9	14	15	12	13.5	14.5	12.5	12.5	13	12.5	12	11.5	10	11.5	12	9.5	9	9
TOTAL	14	19.5	28	32.5	42	40.3	33.5	36.5	35.5	33	32.8	32.5	29.75	29.25	28.5	26	24.5	25	23.5	23.25	22.25

Notes: (1) For comparabilitity's sake, programmer positions are included throughout this table, although programmers ceased officially to be ORE staff in 1988-89. Excluding four programmers, three in local positions and one in a grant position, in 1993-94 ORE has 18.25 staff.

(2) In 1992-93, two half-time (.5) evaluation associate positions were moved from ORE's budget to the Instructional Technology budget. This position was deleted from the Instructional Technology budget in 1993-94. A loss of one (1) professional position is reflected in the table for 1993-94.

V-1

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REQUESTS FOR ORE LOCAL STAFF RESOURCES

School Support				
Activity	Description	Mandate	FTEs Required	FTEs Allocated
Liaison With Areas/Schools/Committees	Attend and make presentations at area meetings. Prepare graphic materials.	A	0.60	0.60
DISC Profiles	Coordinate the production and mailing of school profiles twice a year.	A	0.25	0.25
Technical Assistance	Respond to schools' requests for technical assistance.	A	0.50	0.50
Accountability/Support	Provide/interpret data for schools.	A	1.55	1.55
Achievement Testing	Coordinate, process, and report results of ITBS, NAPT, TAAS.	BT S A	2.75	2.75
Advanced Placement/Credit by Exam	Function as liaison with TEA. Disseminate requirements and regulations in AISD.	S	0.10	0.05
Identifying At-Risk and Dropouts	Produce "at-risk" and dropout rosters and reports.	BT S A	0.50	0.45
School Generated Surveys	Assist schools in designing and processing surveys.	A	0.25	
Total School Support			6.50	6.15

Mandate: BT = Board of Trustees; S = State Requirement; A = Administrators/Superintendent

REQUESTS FOR ORE LOCAL STAFF RESOURCES

Evaluation				
Activity	Description	Mandate	FTEs Required	FTEs Allocated
Bilingual Program (LEP)	Evaluate bilingual education and English as a Second Language programs for limited-English-proficient students	S A	0.30	0.30
Program Cost Effectiveness	Assess cost-effectiveness of 1992-93 special programs	BT A	0.35	0.35
DO Prevention for Overage/AIL/GED	Evaluate area programs for dropout prevention among overage 9th graders; evaluate contracted dropout recovery programs: AIL, RAYS	BT A	1.00	0.30
Sanchez - Year - Round School	Evaluate year-round school concept implemented at Sanchez Elementary	A	0.25	0.25
Classroom Observations	Conduct day-long observations of individual students to assess time-on-task and other instructional variables	A	0.30	
Program Overlap Study	Study of overlapping services among 1993-94 special programs	A	0.10	
DISC Phase II	Coordinate next phase of Distributive Information Systems to Campuses project to decentralize data-access and information-generating capabilities	BT S A	1.00	
Mentor Program	Evaluate the District's mentor program	A	0.30	
Technology in non-Chapter 1 Schools	Evaluate the effect on student achievement of introducing new technology in non-Chapter 1 schools	A	1.00	0.50
Tutorials for TAAS	Evaluate the effect of tutorials on student TAAS performance	A	0.50	0.20
Vocational Education	Evaluate the effectiveness of new school-to-work transition programs	A	0.10	
SBI Process Evaluation/Waivers	Evaluate the effectiveness of District efforts to move to school-based management; evaluate effect of waivers requested by schools	A	1.00	
Writing Labs	Evaluate the effectiveness of writing labs in improving student writing achievement	A	1.50	
Homework Hotline	Evaluate the effectiveness of offering students assistance with homework via hotline	A	0.30	
Staff Development	Evaluate the effectiveness of districtwide staff development projects through the Staff Development Academy	A	1.50	
Parent involvement	Evaluate the effectiveness of districtwide parental involvement activities	A	1.00	
Total Evaluation			10.50	1.90

Mandate: BT = Board of Trustees; S = State Requirement; A = Administrators/Superintendent

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REQUESTS FOR ORE LOCAL STAFF RESOURCES

Research and Analyses				
Activity	Description	Mandate	FTEs Required	FTEs Allocated
GENESYS	Coordinate the collection of data files and GENESYS production.	A	0.40	0.40
Coordinated Survey	Collect survey items, plan sampling, produce, mail, scan, and report results of survey.	A	0.35	0.25
School Climate Survey (Design)	Design (.05), produce, administer, process, and report results of survey.	A	0.25	
Former Student Survey	Design, produce, administer, process, and report results of survey.	BT A	0.25	0.25
Historical Retention	Analyze and report retention data.	S A	0.25	0.15
Faculty/Staff	Analyze and report AISD personnel data.	BT A	0.05	
Student Mobility	Analyze and report student mobility data.	A	0.10	0.05
Technical Assistance/Ad Hoc Request	Respond to requests from central administration and outside AISD agents.	A	1.10	1.00
Coordination of External Research	Coordinate the review and approval process of applications for permission to conduct research in AISD by external agencies and individuals		0.10	0.10
Total - Research and Analyses			2.85	2.20

Mandate: BT = Board of Trustees; S = State Requirement; A = Administrators/Superintendent

REQUESTS FOR ORE LOCAL STAFF RESOURCES

Other Activities			
Activity	Description	FTEs Required	FTEs Allocated
Supervision	Supervision of staff.	0.45	0.45
Managerial/Office	Secretarial and officewide duties.	2.90	2.90
Total - Other Activities		3.35	3.35

REQUESTS FOR ORE LOCAL STAFF RESOURCES

SUMMARY		
Description	FTEs Required	FTEs Allocated
School Support	6.50	6.15
Evaluation	10.50	1.90
Research and Analyses	2.85	2.20
Other Activities	3.35	3.35
Total - FTEs Required/Allocated	23.20	13.60

Full Time Equivalents (FTE)

	.05	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
Hours per Year	92	184	368	552	736	920	1104	1288	1472	1656	1840
Hours per Month	7.7	15.3	30.7	46.0	61.3	76.7	92.0	107.3	122.7	138.0	153.3
Hours per Week	2.0	4.0	8.0	12.0	16.0	20.0	24.0	28.0	32.0	36.0	40.0

ORE
Agenda-Setting
Processing 1993-94

			School Support				Research and Analyses				Evaluation															
			Dropout/At-Risk Statistics	Student Achievement (ITBS, NAPT, TAAS)	Distributive Information Systems for Campuses (DISC)	TAAS Tutorials	Former Student Survey	Historical Retention in Grade	Generic Evaluation System (GENESYS)*	Technology for Instruction	78702 RAYS Dropout Recovery Program	All Dropout Recovery Program	Program Effectiveness Comparisons	Programs for LEP Students	Chapter 1	Chapter 1 Migrant	Chapter 2	Drug-Free Schools Program	National Science Foundation (Science Academy of Austin)	Title II Mathematics and Science Teacher Training	Title VII Bilingual Transition Program	Extended School Time	Overage Ninth-Grade Students Dropout Prevention Programs
MANDATE	Required/requested by School Board?		✓	✓			✓				✓	✓	✓										
	Required by State (law or SBOE rule)?		✓	✓				✓						✓									
	Required by external funding agents (private, state, federal)														✓	✓	✓	✓	✓	✓	✓		
	Requested by superintendent/administration?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓
	Requested by divisions/departments/schools?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓								✓	✓
	Evaluation need identified by ORE?		✓	✓	✓			✓	✓				✓										
EVALUABILITY	Process evaluation (implementation):	Possible?	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Recommended by ORE?	✓			✓			✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	
	Product evaluation (achievement/attendance/behavior/other:	Possible?	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
		Recommended by ORE?	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
UTILITY	Does it provide new/useful information?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Is there potential for findings being used?	Budgetary?	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Instructional?	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Can data be provided when needed?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = Yes Blank = No or Not Applicable 1/27/94

* See the GENESYS evaluation plan for a complete list of the programs or groups for which a generic evaluation is planned.

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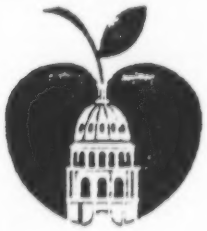

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